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ABSTRACT

This bibliography contains nearly 500 references to works on testing, evaluation, and academic achievement, particularly in urban schools. Works cited were developed primarily by large city school districts and include research studies and evaluation reports. These references first appeared in "Resources in Education" between 1975 and 1981, and are listed here in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

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ED218414

TESTING, EVALUATION, AND ACADEMIC ACHIEVEMENT

Compiled by

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and

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U.S. DEPARTMENT OF EDUCATION
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URBAN SCHOOLS BIBLIOGRAPHY SERIES

Number 3

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INTRODUCTION

The Urban Schools Bibliography Series is intended to address the distinct information needs of urban school personnel, students and others by providing access to information on issues, programs and practices related to urban education. The series is an outgrowth of a special project conducted by the Educational Resources Information Center (ERIC) Clearinghouse on Urban Education in 1981. The purpose of the project was to locate and collect documents developed by urban school districts in order to make them widely available through the ERIC system.

As part of the special project, an extensive search of Resources in Education (RIE), the monthly ERIC abstract journal, was performed to identify documents already in ERIC that were developed by urban school districts. Several criteria were employed in selecting documents for inclusion. First, the document had to be developed by urban school districts in cities with a population of one hundred thousand or more. A document had to be available through the ERIC Document Reproduction Service (EDRS) in microfiche and/or paper copy. Finally, it had to fall within a topical area, e.g., curriculum, vocational training, bilingual education, educational policy, desegregation, and so forth. In some instances, documents developed by agencies and institutions outside the school district, such as research centers, educational laboratories, State Departments of Education and dissimination centers, were included in the series.

In all, over eight hundred documents covering the period, January 1975 to October 1981, were selected and grouped as four bibliographies: 1) Equal Opportunity in Education; 2) School Policy, Administration, and Curriculum; 3) Testing, Evaluation, and Academic Achievement; and 4)

Career Development, Alternative Schools, and Community Involvement in Education. The series consists of annotated references to research studies, evaluation reports, and instructional materials including curriculum guides and program manuals. The bibliographies do not include references to journal articles, which are annotated and indexed in Current Index to Journals in Education (CIJE), ERIC's guide to the journal literature.

Each bibliography contains a main entry section, and a subject and an author index to documents cited. Entries are arranged by ED (ERIC Document) identification numbers, which precede each citation. Entries contain the title, author, source, publication date, publication type (report, bibliography, research, etc.), information on availability and cost, descriptive indexing terms identifying the subject matter of the document, and an abstract. Documents cited can be read at any facility that has an ERIC microfiche collection. In addition, microfiche and/or paper copies can be purchased from the ERIC Document Reproduction Service (EDRS). Information concerning document availability follows the author index at the end of each bibliography.

The series will be updated annually. For information on updates, as well as other publications and services, write to the ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.

Document Resumes

TESTING, EVALUATION AND ACADEMIC ACHIEVEMENT

0984 ED 127 713

Joint Public-Parochial Planning Councils. Final Report 1975-1976. Report No. 7702.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Note—27p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperative Programs, Elementary Secondary Education, Experimental Programs, *Interschool Communication, *Parochial Schools, Program Descriptions, *Program Evaluation, *Public Schools, Questionnaires, *School Surveys

Identifiers—Elementary Secondary Education Act Title III, *Joint Public Parochial Planning Councils Project, Pennsylvania (Philadelphia)

This report briefly describes Philadelphia's Joint Public Parochial Planning Councils (JPC) project and presents an evaluation of the project's impact during the 1975-76 school year. The JPC project is intended to provide sustained interaction between the Philadelphia School District and the Archdiocese of Philadelphia. During 1975-76, 102 joint programs involving 354 teachers and 5,284 students from 66 public and 60 parochial schools were in operation. Data for the evaluation were gathered through onsite observation of joint programs, as well as separate questionnaires completed by a sample of principals, teachers, and students. Evaluators found that most JPC participants were satisfied with their program activities and credited the project with improving communications between public and parochial schools. Although the survey showed no significant change in student attitudes, teachers and students reported that intersystem social relationships were established and progressed throughout the year. Sample copies of the observational report form and the survey questionnaires are included in the appendix. (Author/JG)

0985 ED 127 815

Manual for the Development of Instructional Materials Relevant to the Needs of U.S. Spanish-Speaking Students.

San Diego City Schools, Calif.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date—75

Note—271p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, Cultural Awareness, Curriculum Development, *Educational Policy, English (Second Language), Evaluation Criteria, *Instructional Materials, *Material Development, *Spanish, Spanish Americans, Spanish Speaking, Teacher Developed Materials, Textbook Bias, Textbook Evaluation, *Textbook Selection

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Materials Acquisition Project

The Materials Acquisition Project (MAP) was founded in 1970 under E.S.E.A. Title VII to collect educational materials published in Spanish- and Portuguese-speaking countries for assistance and use in bilingual education programs in the U.S. MAP believes in parity in all aspects of bilingual-bicultural education and offers guidelines for such an ideal program. In Section I, a revisions program is described which aims to help publishers produce materials in keeping with linguistic and cultural aims and suitable for U.S. schools. Cultural, political, racial, religious, sexual and social biases frequently found in Spanish educational materials are noted. Considerations for the development of instructional materials in Spanish for the U.S., definition of the educational process, reflections on the future of bilingual-bicultural education and general guidelines for curriculum development are also discussed. Section II deals with state guidelines for adoption of instructional materials. The main part reviews California and Texas policy and specifications for textbook selection and evaluative criteria, laws, calls for bids on materials, and requirements for materials in various school subjects. Section III reviews federal and state decrees affecting bilingual education. (CHK)

0986 ED 128 356

1975 Summer Skills Centers Evaluation Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Oct 75

Note—141p

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Age Grade Placement, Art, Classroom Observation Techniques, Communication Skills, Data Collection, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Grouping (Instructional Purposes), Individualized Instruction, Interdisciplinary Approach, Interviews, Mathematics, Music, Nongraded Instructional Grouping, Program Development, *Program Evaluation, Program Improvement, Reading, *Remedial Programs, *Skill Centers, Student Characteristics, *Summer Schools, Teacher Characteristics, Teacher Improvement, Teacher Role, Team Teaching

Identifiers—District of Columbia Public Schools

The 1975 Summer Skills Center program in the District of Columbia public schools consisted of elementary centers serving students in grades 3-8 and secondary centers serving students in grades 9-12. It called for instructional groupings containing students of several grade and age levels. Teachers were to be activity coordinators for individualized instructional programs designed to strengthen students' individual skills. Curriculum content was to emphasize communication and mathematics skills taught through four symbol systems: mathematics, music, art, and reading. To facilitate their functioning in a nongraded, multilevel, multiage setting and their use of a multidisciplinary approach, teachers in the summer program were to be provided with relevant staff development. An evaluation was carried out by the Division of Research and Evaluation in order to determine the extent to which the evaluation objectives were met and to provide information useful to future summer program planning. It included a Principal's Interview Guide, a Staff Survey Form, a Student Data Form, and an Attendance and Grade Form. A summary of the findings is reported. (BW)

0987 ED 128 369
McCormick, Tom
The Career Opportunity Program Aide in the Minneapolis Public Schools, 1972-73.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.
Report No.—C-73-38
Pub Date—Apr 74
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Education Majors, Higher Education, Job Training, *Low Income Groups, *National Programs, Occupational Aspiration, Participant Characteristics, Participant Satisfaction, *Program Evaluation, Program Improvement, Questionnaires, *Social Mobility, Tables (Data), *Teacher Aides, Veterans Education, *Work Experience Programs
Identifiers—*Career Opportunities Program, Minneapolis Minnesota Public Schools, Minnesota (Minneapolis)

The Career Opportunities Program (COP) is a nationwide career training model to improve the learning of low-income children in poverty area schools by employing low-income community residents and Vietnam veterans as teacher aides, while they attend college in preparation for careers in education. Two questionnaires were used in this study. The first one, labeled an information sheet, was designed to obtain profile information about the COP participants in the Minneapolis Public Schools. The second questionnaire, designed to solicit opinions from the presently enrolled aides about the program and their role in it, was administered in May 1973. The responses of the aides were generally favorable, regardless of race, sex, or program experience. Almost 90 percent of the respondents said their college courses were useful in their job, and most of the aides felt they had a good working relationship with their supervisor and the project coordinators. (Author/BW)

0988 ED 128 382
Metro Newsbeat. Final Evaluation Report-Year II.
Augsburg Coll., Minneapolis, Minn. Social Science Research Center.
Spons Agency—Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Report No.—C-74-18
Pub Date—Jul 75
Note—53p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Evaluation, *Journalism, *News Reporting, Program Evaluation, *School Newspapers, *Secondary Education, Student Attitudes, Teacher Attitudes
Identifiers—Metro Newsbeat, Minneapolis Minnesota Public Schools, Minnesota (Minneapolis)

Metro Newsbeat is a laboratory course for junior and senior high school students and teacher-advisers with a special interest in the field of journalism. The project is operated by the Minneapolis Public Schools in cooperation with the Minneapolis Star. Newsbeat students receive English elective credits, if needed. Project director and primary instructor is a former Minneapolis Star editor with many years' newspaper experience. The evaluation strategy included pre- and postprogram evaluation of selected high school newspapers, journalism student questionnaire to assess reaction to Metro Newsbeat, teacher-advisor questionnaire to assess reaction to Metro Newsbeat, and evaluator classroom observation of Metro Newsbeat processes. The original Metro Newsbeat model, with the exception of the photography seminar, was not viable due to low student participation. The instructor was most effective in one-to-one situations or in small groups. There was no statistical evidence that student newspapers improved over the five month time period of the altered Newsbeat model. Student and teacher reaction to the project director's instruction was highly positive. (Author/RC)

0989 ED 128 385
Bergeth, Robert L.
The High Potential Program in the Minneapolis Schools: An Evaluation.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Report No.—C-74-45
Pub Date—Aug 75
Note—37p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Creative Writing, Elementary School Mathematics, Elementary School Science, *Enrichment Activities, *Gifted, *Intermediate Grades, Modern Language Curriculum, Parent Attitudes, Participant Satisfaction, *Program Evaluation, Social Studies, Student Attitudes, Student Characteristics, Teacher Attitudes
Identifiers—*High Potential Program, Minneapolis Minnesota Public Schools, Minnesota (Minneapolis)

The Minneapolis Public Schools High Potential Program for gifted elementary children in grades four through six began December 2, 1974. Twenty-one schools and approximately 353 students participated. Programs in math, science, social studies-modern language, and creative writing were offered. The purpose of the program was to offer a challenging, enrichment experience for high ability students. Students were challenged to learn subject matter in much greater depth and breadth than their regular classroom experience and also were exposed to new ideas and concepts. A specialist in each of the subject areas provided the instruction. The High Potential Program was very successful according to the views of high potential students, parents of students, and teachers of students. (Author/BW)

0990 ED 128 388
Potter, Anne Berman, Steven
The Individual Pupil Profile (Including Manual).
New York City Board of Education, Brooklyn, N.Y. Office of Special Education and Pupil Personnel Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—75
Note—34p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Abstract Reasoning, Academic Achievement, *Clinical Diagnosis, Communication Skills, *Diagnostic Tests, *Educational Diagnosis, Emotional Development, *Evaluation Methods, Guides, Individual Testing, Measurement Techniques, *Multiple Disabilities, Perceptual Motor Coordination, Physical Development, Psychomotor Skills, Self Care Skills, Social Development, Special Education, *Student Evaluation
Identifiers—*Individual Pupil Profile

Because of the diversity, range, and combination of disabilities at the Center for Multiple-Handicapped Children, operated under the auspices of the New York City Board of Education, a unique instrument was needed for assessing functional levels, setting goals, and charting progress of handicapped children in special education facilities, regular schools, and institutional settings. The major functional areas brought into play in a child's daily life were defined and the following categories were delineated as parts of the Individual Pupil Profile (IPP): (1) Intellectual Functioning, (2) Academic Achievement, (3) Perceptual-Motor Skills, (4) Physical Functioning and Self-Help Skills, (5) Communication, and (6) Social-Emotional Development. Building on existing studies, and by consulting with area specialists, rating scales were devised in areas where existing measures were inadequate. Specifically, scales were constructed to assess achievement, communication, and social-emotional development. For the areas of intellectual functioning, perceptual-motor skills, and physical functioning, pre-existing tests were modified and incorporated into the overall structure. The IPP designed to (1) help to focus each professional involved on the specifics of the child's behavior and function, (2) encourage group thinking and lead to a comprehensive diagnostic picture, and (3) establish current levels of functioning and lend itself to both ongoing assessment of progress and to prescriptive teaching. Both the instrument and manual are included here. (RC)

0991 ED 128 937
Project Study (Curriculum for Improving Student Study Skills). Project Termination Report.
Cleveland Public Schools, Ohio. Div. of Research and Development.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Nov 75
Note—56p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Cognitive Processes, Curriculum Development, Educational Media, Elementary Education, Federal Aid, Grade 6, *Independent Study, Inservice Teacher Education, *Learning Modules, *Program Evaluation, Questionnaires, *Reading Skills, Social Studies, Student Attitudes, *Study Skills, Tables (Data), Test Results
Identifiers—Elementary Secondary Education Act Title III, Ohio (Cleveland)

The program evaluated was developed to assist teachers in providing students with opportunities to become successful users of content materials through the installation and reinforcement of independent study skills. Lessons using high interest items in social studies content with emphasis on improving cognitive processes were designed for sequential teaching of the independent study skills. The packet of 28 lessons in five units was field tested in the 12 sixth-grade classes of the teacher participants in the program. The project is described in detail, goals are listed, and methods of evaluation and project outcomes are summarized. Tables and graphs illustrate pretest and posttest scores. (Author/MLF)

0992 ED 129 098
Offenberg, Robert M. Rodriguez-Acosta, Carlos
Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Sixth Year, 1974-1975.
Philadelphia School District, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 76
Grant—OEG-0-9-480089-3503
Note—70p.; For related documents, see ED 109 933, ED 102 817, and Ed 083 306; Figures 3.1 and 3.2 are marginally legible
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Schools, *Bilingual Students, Bilingual Teachers, Curriculum Evaluation, *Elementary Secondary Education, English (Second Language), Evaluation Methods, Language Instruction, *Language Programs, Preschool Education, *Program Evaluation, Second Language Learning, *Spanish Speaking
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, English Dominant Students, Pennsylvania (Philadelphia), Spanish Dominant Students

The Let's Be Amigos bilingual education program served over 2,000 students in 12 schools in Philadelphia. Model A provided bilingual education to English- and Spanish-dominant pupils in prekindergarten through Grade 6. Model B provided bilingual instruction to Spanish-dominant pupils in kindergarten through Grade 5. The ARRIBA component provided bilingual instruction to Spanish-dominant immigrant pupils in Grades 4 through 12. The program was generally well managed. It received support from principals of schools in which it was conducted. The program was effective in enhancing reading and language arts competencies of Spanish-dominant pupils. Longitudinal analysis of the reading performance in English of Spanish-dominant elementary school pupils showed that there was more growth in this skill than was observed with previously used evaluation techniques. Testing of high school ARRIBA pupils' reading performance in Spanish showed that it was poor, probably because many had several years of all-English instruction prior to participating in Let's Be Amigos. The high school ARRIBA component clearly enhanced the probability that tenth-grade Hispanic pupils would graduate from high school three years later. English-dominant Model A pupils' reading competencies are substantial, with sixth-grade pupils performing at the third-grade rural Puerto Rican norms. (Author/CFM)

0993 ED 129 872

Visual Concepts Program: An Evaluation Report.

Phoenix Union High School District, Ariz. Dept of Research and Planning.

Note—18p

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Covariance, Evaluation Methods, *Multimedia Instruction, *Performance Contracts, *Program Evaluation, Reading Comprehension, Reading Rate, *Reading Skills, *Secondary Education, Videotape Recordings

Starting with the second semester of the 1971-72 school year, the Phoenix Union High School System accepted a performance contract with Educators Service Incorporated of Edina, Minnesota. The contract enabled the district to implement a one-semester program, which was a multimedia course consisting of 36 thirty-minute videotaped sessions which were divided into eight skill progression phases: initial testing, preview skill, recall skill, learning techniques, re-focus and review evaluation, memory skills, vocabulary and depth reading skills, and achievement tests and evaluation. The performance contract guaranteed certain increase in reading rate and reading comprehension. These guarantees were not entirely met, but there was significant improvement in these reading skills, and the evaluation report recommended the purchase of the videotapes used. (Author/BW)

0994 ED 129 873

Registration Procedures Evaluation (1971-72 for 1972-73 School Year).

Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Note—26p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Oriented Programs, *Evaluation, High School Students, Questionnaires, *Scheduling, *School Registration, *Secondary Education, Student Attitudes, Teacher Attitudes

For the past five years Phoenix Union High School System students indicated the courses they wished to take, then a computer built the class schedule and placed students in those courses without regard to the period or teacher that they wanted. In 1972, an approach that has been common for many years at the university level was tried. Basically it entailed preparing class cards by using the computer, based on a preliminary survey of student interests, and then the students literally selected the exact courses, teachers, and time they wanted. Thus far, the procedure has been evaluated with student and teacher questionnaires. This preliminary evaluation report recommends that school staffs should be given considerable leeway in determining which registration approach should be used at their school, and should be active in advising students and parents about registration procedures. Further study of the number of schedule changes is still necessary. As a general concluding statement, school staffs and students regarded the new registration procedure as reasonably successful in comparison with past years. (BW)

0995 ED 129 874

Year Round High Schools for Phoenix. Final Evaluation Report: A Review of Objectives (1974-75).

Phoenix Union High School District, Ariz.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date—30 Jun 75

Note—36p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Development, Educational Innovation, *Educational Objectives, Employment Opportunities, Evaluation Methods, High Schools, Individualized Instruction, Information Dissemination, Inservice Education, Parent Attitudes, Participant Satisfaction, Program Effectiveness, *Program Evaluation, School Holding Power, Space Utilization, Surveys, Teacher Attitudes, *Vocational Education, *Year Round Schools

Identifiers—Arizona (Phoenix), Elementary Secondary Education Act Title III, *Phoenix Arizona Union High School District

On the basis of a needs assessment conducted by the Phoenix Union High School District a proposal for partial Elementary and Secondary Education Act (ESEA) Title III funding was submitted in January, 1972. Goals for Year Round Schools for Phoenix were: (1) to provide a specially designed curriculum and a uniquely trained staff for the twelve month school in order to effect an instructional program which is flexible, innovative and individualized for students; (2) to institute a service whereby students will be provided with employment during the time when they are not attending school; (3) to provide each student with either the skills necessary for further education, or a saleable career skill upon graduation from high school; and (4) to demonstrate that the twelve month school concept will result in significant capital savings by fully utilizing facilities and equipment. South Mountain High School was selected as the pilot school for the implementation of the program. The purpose of this report is to summarize the effectiveness of the Year Round School Program in attaining specified objectives and to make recommendations for the future status of the Year Round School program at South Mountain High School. Each of the objectives of the project are stated and are evaluated separately. The evaluation of each objective is discussed and determination is made of whether the objective was achieved or not achieved. (MV)

0996 ED 129 875

Estes, Gary D. Anderson, Judith I.

An Evaluation of Physical Education Opportunities for Exceptional Learners (PEOPEL).

Phoenix Union High School District, Ariz.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date—Jun 76

Note—44p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adapted Physical Education, Attitude Measures, Comparative Analysis, Educational Objectives, *Handicapped Students, *High Schools, Mental Retardation, Peer Teaching, Physical Disabilities, Physical Fitness, *Program Effectiveness, *Program Evaluation, Special Education, Student Needs

Identifiers—Elementary Secondary Education Act Title III, Wear Attitude Inventory

Physical Education Opportunities for Exceptional Learners (PEOPEL) is a second year Elementary Secondary Education Act (ESEA) Title III project within the Phoenix Union High School System. This program is designed to meet the need for a program at the secondary school level that addresses itself to meeting physical, social, emotional and mental needs of physically and mentally handicapped and other exceptional students. In 1975-76 the PEOPEL staff pilot-tested and revised curriculum materials and teaching strategies which were developed in 1974-75. A comparison of 54 PEOPEL students with 36 other handicapped students not participating in PEOPEL provided evidence that the PEOPEL program had a positive effect on students' physical abilities and attitudes. Based on findings of the evaluation, recommendations were made to adopt the PEOPEL program as a regular program in the Phoenix Union High School System and to periodically re-evaluate the impact that the PEOPEL program has on students' physical and mental education. (MV)

0997 ED 129 896

Spieth, Phillip E.

Evaluation of Dade County Public School Career Education Program, 1975-76.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Pub Date—Jul 76

Note—53p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, Basic Skills, *Career Awareness, *Career Education, *Career Exploration, Comparative Analysis, Cost Effectiveness, Educational Testing, *Elementary Education, Elementary Secondary Education, *Junior High Schools, Norm Referenced Tests, Norms, Program Effectiveness, *Program Evaluation, Student Attitudes, Test Results

Identifiers—Dade County Public Schools FL, Florida (Dade County), Florida Statewide Assessment Program

Career Education was introduced to Dade County, Florida schools three years ago. An evaluation was conducted of the elementary school level (Career Awareness) and at the junior high school level (Career Exploratory) during 1974-75. The results of that evaluation, while positive at the elementary level, were inconclusive at the junior high school level. The 1975-76 evaluation was directed primarily at the junior high school program, although the elementary school students who were tested during 1974-75 were again reevaluated to determine whether their gains in career awareness, measured last year, were being maintained. The junior high school students who had participated in the 1974-75 evaluation were similarly reexamined to determine what might be the nature of their trends in career attitudes and knowledge. Unlike the elementary school pupils, they did not attain the national norms in either career attitudes or knowledge in 1974-75. As of February, 1976 they still had not, but they were nearly attaining the norm in career knowledge and they were making moderate advances on the norm in attitudes towards work. The junior high school Career Exploratory pupils showed other moderate gains in 1975-76, as well. Compared to other schools in the county, the state assessment of eighth grade achievement indicated that the Career Exploratory schools were superior to the Dade County averages in reading, occupational information, and mathematics. (Author/MV)

0998 ED 129 919

Scheiner, Louis And Others

Career Opportunities Program in Philadelphia, Pennsylvania. Report Number 7623.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Aug 75

Note—42p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Blacks, Career Ladders, *Career Opportunities, Educational Objectives, Educational Opportunities, *Low Income Groups, Minority Groups, *Program Effectiveness, *Program Evaluation, Teacher Aides, *Teacher Education, *Teacher Recruitment

Identifiers—*Career Opportunities Program, Elementary Secondary Education Act Title V, Pennsylvania (Philadelphia), Philadelphia School District PA

The Career Opportunities Program (COP), established under Title V of the Education Professions Development Act of 1967, was implemented in Philadelphia, Pennsylvania from 1970 through 1975. It served low-income persons, primarily blacks, who had no other means to enter the teaching profession. The primary project goals were to attract capable persons to education careers, improve employment opportunities of the poor, and establish productive career lattices for COP recruits. Overall, COP attained its major goals while benefiting all participants–trainees, teachers, pupils, principals, and college staff. COP was partially successful in attracting minority, low-income, target area residents to careers in education. The majority of trainees were black community residents, and a third were Model Cities aides with low incomes. The project also successfully implemented a vertical career ladder, which facilitated trainee movement at higher level instructional jobs. However, horizontal and diagonal lattices were not implemented. Additional findings are discussed in detail. (Author/RC)

0999 ED 130 165
Jaskowiak, Philip A.
Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed. Act 1968.
Norfolk Public Schools, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-395
Pub Date—Jun 76
Note—42p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Demonstration Programs, Federal Programs, *High School Students, *Job Placement, Program Descriptions, Program Evaluation, Secondary Education, Vocational Education
Identifiers—Norfolk City Schools VA, Virginia (Norfolk)

Described in this report is a job placement exemplary project conducted at Maury High School in Norfolk, Virginia from 1973 to 1976. Goals of the project were to provide placement services to all students seeking part-time, temporary, or full-time employment. Procedures included organization of the administrative job placement office and development of procedures, methods, and systems for publicizing the program, registering students, and contacting employers. Developed procedures and systems are described in the report along with results given as number of students placed in part-time and full-time jobs, registered, or sent on interviews, number of dropouts placed, and number of work permits issued. A summary of a self-evaluation of major objectives and goals appears according to the following categories. Assess student needs and wants; identify employment opportunities; place students in part-time jobs; place graduates in jobs; place dropouts; coordinate pre-placement training; and public relations. Enclosures include project-developed forms and materials. (NJ)

1000 ED 130 241
1973-74 Interim Evaluation of Dade County's Systems Approaches to Reading and Mathematics Instruction, Grades 2-6.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date—Apr 75
Note—67p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Education, *Mathematics Instruction, Program Content, Program Costs, *Program Effectiveness, *Program Evaluation, *Reading Programs
Identifiers—*Dade County Public Schools FL

This interim evaluation report presents an overview of Dade County (Florida) systems programs–instructional assessment and management structures which provide for the acquisition of reading and mathematics skills by individual students. A survey of the programs reveals that as of 1974, 1660 installations had accommodated approximately 50,000 second-grade through sixth-grade pupils. Discussion also provides a description of evaluative procedures used; conclusions with regard to program implementation, program effects on pupil achievement, and reading and math systems; and recommendations for the future. Appendixes include planning inventories and procedural suggestions for both reading and mathematics systems, various information-retrieval forms used, and a cost analysis of systems programs. (KS)

1001 ED 130 269
Goldberg, Isadore
Students and Teachers Develop English Curriculum, ESEA Title III Evaluation. Final Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 76
Contract—GA-068-5-AA-NS-0-6; GA76-CEL-J5D-00-J09-2554
Note—57p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, *Curriculum Enrichment, Elementary Secondary Education, *English Curriculum, *Inservice Teacher Education, Program Descriptions, Program Evaluation, *Teacher Improvement, Teacher Workshops, Teaching Methods
Identifiers—*Elementary Secondary Education Act Title III

The purpose of the Students and Teachers Develop English Curriculum project (an Elementary-Secondary Education Act Title III program) was to encourage the adoption of innovative curriculum units and instructional strategies in District of Columbia public schools. This booklet describes program background and objectives, methods and procedures of implementation, and evaluative findings. Teachers experienced in program goals and teaching strategies cooperated with participating teachers, both within schools and in centralized workshops. The results of this approach to information exchange were significant change in participating instructors' teaching methods and improvement of students' reading, writing, spelling, listening, and interpersonal skills. (KS)

1002 ED 130 375
An Evaluation of the Ratio Staffing Plan.
Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date—4 Oct 76
Note—443p.; Some tables may not reproduce clearly due to small type size
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—*Administrative Policy, Elementary Secondary Education, *Experimental Programs, Organizational Change, Program Descriptions, *Program Evaluation, *School Personnel, *Staff Utilization, Tables (Data)
Identifiers—*Eugene Oregon School District 4J

This lengthy report evaluates a new staffing plan that was implemented by the Eugene (Oregon) School District during the 1975-76 school year. The purpose of the report is to determine the impact of the new staffing plan on the staff size and programs of each district school. The first section of the report presents a brief history of the new staffing plan and is followed by a section describing the methods used to carry out the evaluation study. The third section focuses on the number of district staff members affected by the new plan. It lists staffing totals by school for 1974-75 and 1975-76, notes the differences between the two years, and then determines how much of the change is due to the new staffing policy. The next three sections attempt to isolate program changes resulting from the new plan at the elementary, junior high, and senior high school levels, respectively. The summary section outlines the report's major findings, and the last section presents several recommendations from the district's evaluation department. The appendix lists and describes the data sources for all major tables in the report and presents a complete list of staff members for each district school, including the number of full-time equivalent (FTE) staff members at each school and the FTE of each individual staff member. (Author/JG)

1003 ED 130 412
Hinojosa, David
A Study of the Relationships Between the Organizational Climate, the Pupil Control Ideology and the Self-Esteem and Power Dimensions of the Students' Self-Concept in Selected Elementary Schools in the Corpus Christi Independent School District.
Pub Date—Dec 73
Note—130p.; Ph.D. Dissertation, University of Houston
Available from—Xerox University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan (Order No. 74-11, 854; $15.00 xerography, $7.50 microfilm)
Pub Type— Dissertations/Theses - Undetermined (040)
Document Not Available from EDRS.
Descriptors—*Discipline, Doctoral Dissertations, Educational Research, Humanistic Education, *Organizational Climate, Questionnaires, *Self Concept, *Student Attitudes, *Student Teacher Relationship, Teacher Administrator Relationship

This study examined the organizational climate and pupil control ideology as perceived by teachers along with the self-esteem and power dimensions of the students' self-concept as perceived by students. The major thrust of the research was to look for the relationships that existed between these major constructs. A sample of 29 teachers and 779 students from the fourth and sixth grades participated in the study. A definite relationship existed between open and closed climates and high and low self-esteem scores. The relationship was positive in that the teachers with the more open climate scores had students with high self-esteem scores. The first chapter advances the hypotheses and the procedure for gathering the data, then relevant literature and research studies are reviewed in chapter two. The next two chapters describe the study design and instruments used, and analyze the data as they reflect on each of the hypotheses. The final chapter contains a summary, conclusions, and recommendations. (Author/MLF)

1004 ED 130 951
Lawton, Cleopatra And Others
The World Is Your Museum: Title III Project of the District of Columbia Public Schools. Evaluation, Final Report, 1975-76.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Jul 76
Contract—0570-AA-NS-N-6-GA
Note—119p.; For related document, see ED 110 367
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Art Activities, Art Appreciation, *Art Education, Art Expression, Audiovisual Instruction, Community Resources, *Educational Programs, Elementary Education, *Museums, Program Descriptions, *Program Effectiveness, Program Evaluation, *Summative Evaluation
Identifiers—Elementary Secondary Education Act Title III, World Is Your Museum Project

This publication reports on the effectiveness of The World Is Your Museum Project in developing and implementing an art education model for elementary school children in the District of Columbia. Over the past three years, approximately 44 teachers and more than 1,000 students have made field trips into their community, visited museums, been involved in creative art projects, and used project-developed learning packages containing art and museum-related films, tapes, and teacher guides. This evaluation report provides information on two basic questions: (1) did the project accomplish its respective program objectives, and (2) how were the respective objectives accomplished? Six instruments were designed to collect information from students, parents, teachers, administrators, museum educators, and the project director. Evaluation findings show that 55% of participating students want to take part in the program next year; parents observe more interest in art on the part of their children as well as improved attitudes toward school and museums; students show an improvement in verbal, writing, and affective self-development skills; and the learning packages developed have been received well by both students and teachers. Appendices include a description of the program, including the kits and media developed and the evaluation instruments. (Author/RM)

1005 ED 131 123
Evaluation of Dade County Public Schools Guidance Program, 1975-76.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date—Sep 76
Note—77p.; Tables may reproduce poorly due to print quality of original
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Attitudes, Counselors, *Elementary Secondary Education, *Guidance Programs, Participant Satisfaction, Principals, *Program Evaluation, *Surveys, Teacher Attitudes
Identifiers—*Dade County Public Schools FL, Florida (Dade County)

The elementary and secondary school guidance programs in the Dade County, Florida public schools were evaluated by means of (1) questionnaires and interviews of principals, teachers, counselors, and students; (2) time-logs maintained by the counselors; and (3) behavioral ratings by teachers of students who had been referred for and had received counseling over an extended period of time. Results were of a generally positive nature, although there were some identifiable areas where improvement in the programs should be considered. School administration, faculty, the guidance personnel, and students all considered that the programs were meeting definite needs at their respective levels, and that they were doing this in a generally satisfactory manner. Positive findings also occurred with respect to the potentials of counseling upon remediation of disruptive behavior and/or academic problems. Negative aspects included the following: (1) too little group counseling was being done in the secondary schools; (2) too little individual counseling was being done in the elementary schools; (3) parent and teacher conferences were insufficient in number; (4) too little clerical support was being used in individual course selection matters; (5) some discontent was expressed by elementary level counselors over the failure to receive the salary supplement provided to secondary counselors; and (6) too much time was not accounted for by the counselors in their activity logs. Since the elementary and secondary guidance programs appeared to have utility in meeting the district's objective of modifying disruptive behavior, it was seen as necessary to improve upon the negative findings. Recommendations were made. (RC)

1006 ED 131 125

Higgins, Paul S.

The Intermediate and Junior High Reading Programs of the 1974-75 Minneapolis Emergency School Aid Act Project: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-72

Pub Date—May 76

Note—58p.; Appendices A-D may reproduce poorly due to print quality of original

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Compensatory Education, Federal Programs, *Intermediate Grades, *Junior High Schools, Program Effectiveness, *Program Evaluation, Reading Comprehension, Reading Improvement, *Reading Programs

Identifiers—Emergency School Aid Act 1972, *Minneapolis Public Schools MN, Minnesota (Minneapolis)

Two Emergency School Aid Act (ESSA)-funded compensatory education reading programs served 1900 Minneapolis students in desegregated schools during 1974-75. Both programs generally met their objectives for comprehension gain among disabled readers. Students in the ESAA Intermediate Reading Program achieved a median rate of about 3 grade-score months of comprehension gain for every month enrolled in the program. Students in the Junior High Reading Program made slightly less than 2 months gain per month enrolled if such students entered the program with pretest grade scores of 3.9 or less. For Junior High Program students entering with grade scores of 4.0-6.0, the median monthly gain rate was about 3. Differences among schools in gain rates are discussed in this report. Reading gains were measured using Gates-MacGinitie Primary C or Survey D comprehension tests. Both programs emphasized the use of audiovisual teaching machines, and commercial and Minneapolis-Schools-produced lessons usable with these machines. The frequency of use of various materials is reported. An evaluation of these programs was conducted by the Minneapolis Schools' Research and Evaluation Department. In the event that programs like these are funded in the future, the evaluator recommends (a) changes in pre-post testing procedure, including alternate forms and diagnostic-type tests; (b) use of a control-group evaluation design; (c) careful consideration of information needs among staff and funding agencies before beginning evaluation; (d) greater efforts to recruit both Native Americans and teachers with reading certification for staff positions. (Author/RC)

1007 ED 131 126

Higgins, Paul S.

The Desegregation Counselor Aide Program of the 1974-75 Minneapolis Emergency School Aid Act Project: Staff and Student Perceptions.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-27

Pub Date—Jun 76

Note—88p.; Appendices A-D may reproduce poorly due to print quality of original

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Conflict Resolution, *Counselors, Elementary Secondary Education, Federal Programs, Program Effectiveness, *Program Evaluation, Questionnaires, *Racial Attitudes, *School Aides, School Community Relationship, *School Desegregation

Identifiers—Emergency School Aid Act 1972, *Minneapolis Public Schools MN, Minnesota (Minneapolis)

During 1974-75, 86 Desegregation Counselor Aides worked in 39 desegregated Minneapolis public schools. About three-fourths of the Aides served elementary schools. Aides attempted to resolve student-student and student-teacher conflicts, to improve interracial attitudes, and to act as liaisons between schools and the neighborhoods from which students were bussed. The $507.625 in federal ESAA funds awarded Minneapolis for operation of this program were used to employ Aides; to hire three coordinators of Aides; to conduct pre- and in-service training; and to collect questionnaire data on program activities from school administrators, students, and Aides themselves. This report describes the operation of the Program and provides some information concerning Program impact. The decision not to measure the Program's stated objectives of reduced interpersonal conflict and improved interracial attitudes was based on consideration of the evaluation budget and other factors. Five questions were addressed in this report: (1) How did the program operate during 1974-75; (2) What contribution did Aides make to conflict resolution; (3) What were some of the characteristics of Aides' best work; (4) How great is the need for such a program; and (5) What recommendations should be made. (Author/RC)

1008 ED 131 148

Higgins, Paul S.

What Happened to the Kids After Their Segregated School Closed? A Nine-Year, Control-Group Follow-Up of Elementary Students.

Saint Paul Public Schools, Minn.

Pub Date—31 Mar 76

Note—34p.; Not available in hard copy due to the print quality and size of the original document

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Ability, Attendance Records, *Black Students, *Comparative Analysis, *Desegregation Effects, Educational Environment, Elementary Education, Enrollment Rate, *Followup Studies, Grade 1, Grade 3, Grade 5, Longitudinal Studies, *Racial Balance, Racial Composition, Racial Distribution, Racial Factors, Racial Integration, *School Desegregation, Student Adjustment

Identifiers—*Minnesota (Saint Paul)

The educational careers of 148 students who were first, third, or fifth graders at the de facto segregated McKinley School during its last year of operation are reported. Another group of 156 students attending the first, third, or fifth grades at another school that remained de facto segregated are used as a control group of relatively more segregated students. The duration of the follow-up is the nine-year period from the 1966-1967 school year through 1974-1975. This study is said to provide answers to several questions, including: (1) how the school persistence (enrollment and attendance) for these two groups of students compared, and (2) how the school performance (grades and achievement test scores) for the two groups of students compared. The study provides little evidence that the McKinley students made either a better or a poorer school adjustment than the controls. The former McKinley students showed the same reasonbly good adjustment, i.e. 90% overall attendance, similar transfer rates, average grade point averages, and somewhat below average test scores and class ranks, than the control group students. In reading and math test scores, both groups maintained their relative positions among national norms groups of their same age peers. It is concluded that rapid integration has little effect on school persistence or performance. (Author/AM)

1009 ED 131 158

DeBoer, John Dvorak, Ronald S.

Omaha Public Schools Multiple Activities Program: An Evaluation. ESEA Title I 1975-76.

Omaha Public Schools, Nebr.

Pub Date—76

Note—82p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Annual Reports, Community Coordination, Coordinators, Elementary Secondary Education, Individualized Instruction, Inservice Teacher Education, *Learning Laboratories, Mathematics Instruction, *Paraprofessional School Personnel, Primary Education, *Program Evaluation, Pupil Personnel Services, *Reading Programs, School Aides, Teacher Aides

Identifiers—*Elementary Secondary Education Act Title I, *Nebraska (Omaha)

Emphasis in the 1975-76 Omaha Elementary Secondary Education Act Title I program for disadvantaged youth was on reading activities. The High Intensity Learning Centers for Reading for grades three through twelve continued their operations. Development of Primary High Intensity Centers in reading was continued to provide a supportive reading skill development program for grades one through three. Reading aides continued to work with primary teachers to help in meeting the reading problems of children grades one through three. The mathematics program continued to offer supplemental math activities for eligible students in five schools. The High Intensity Math Systems approach was used to deliver individualized supplemental instruction to students in grades four through eight. Through use of the methods and materials involved in the management system, the training given teachers and the coordinated efforts of teachers, principals, and Reading Services Center personnel, other dimensions were added to the school system's efforts to help the individual child in the target area. All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. The Title I Media Center did printing, production, and media work. The Community Aide Activity employed liaisons between the school and community. (Author/JM)

1010 ED 131 261

Strong, Merle E. And Others

The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.

Rockford Public Schools 205, Ill.; Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Grant—G00-75-0-2397

Note—74p.; Page 23 (Appendix A), containing a flow chart of the Comprehensive Career Education System, will not reproduce well due to small, faint type

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Awareness, *Career Education, Comprehensive Programs, Curriculum Development, Elementary Education, Elementary School Teachers, Material Development, *Performance Criteria, Program Development, *Program Evaluation, Secondary Education, Student Motivation, Teacher Attitudes, *Teacher Evaluation, *Teacher Participation, Teacher Workshops

Identifiers—Illinois (Rockford), Program Evaluation and Review Technique

Objectives of the Rockford Elementary Career Education Project and the Program Evaluation and Review Technique (PERT) network were used as an organizing framework to discuss project accomplishments. Statements, data, findings, and discussions are presented for the nine project objectives which involved all 57 elementary schools in the Rockford public school system, teacher workshops, pre- and posttests, curriculum development and implementation, and instructional materials development. Possible impact of career education on student achievement in basic skills was also investigated through teacher interviews. A significant and recurring message in many examples from teacher interviews was that career education increases student motivation to attain competency in the basic skills by making them more relevant to later life in the world of work. It was concluded that although not all objectives were met completely, the project did have an impact on the educational program in Rockford; and because career education curriculum activities were integrated with other school efforts as contrasted to being an "add on," opportunity for continued expansion should be enhanced. Appendices contain the PERT chart and computer printout, career education opinionnaire, career education opinionnaire printout, results of the interviews, and results of the career education activities surveys. (TA)

1011 ED 132 128
John, Thomas
Junior-Senior High Tutor-Aide Program at Malcolm X Elementary School: An Evaluation Study. Final Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—30 Jul 76
Contract—0684-AA-NS-0-6-GA
Note—62p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Compensatory Education, Disadvantaged Youth, *Elementary Schools, Formative Evaluation, *High School Students, *Junior High School Students, *Peer Teaching, Student Evaluation, Teacher Aides, *Tutorial Programs, Tutors
Identifiers— District of Columbia, *Malcolm X Elementary School

This two-year project used students at the junior and senior high school level as tutors to elementary students in the basic skills of math and reading. Tutor selection was based on continuing interest, attendance, scholastic achievement, and overall attitude toward the program. The final evaluative report includes the following information: (1) training methods and procedures instituted in the program; (2) findings based on the data collected from the project, including questionnaire responses from teachers and tutors, interview and observation of tutees, tutors and teachers; and test results as reported by the school system; (3) conclusions and specific recommendations for future programs. Thirty-six tables cover detailed results of the project as evaluated by tutors, tutees, and teachers. The final observation and recommendation is that the program represents a valuable new trend in the teaching-learning process and that the talents of high school and junior high school students were successfully channelled to minister to the needs of under-achieving elementary grade students. (JD)

1012 ED 132 165
Estes, Gary D.
Mathematics Accountability Model Final Evaluation Report.
Phoenix Union High School District, Ariz. Dept. of Research and Planning.
Pub Date—Jun 76
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Basic Skills, *Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Evaluation Methods, Federal Programs, *Individualized Instruction, Instructional Materials, *Mathematics Curriculum, Models, Program Effectiveness, Student Attitudes, Student Evaluation
Identifiers—Arizona (Phoenix), Mathematics Accountability Model, Phoenix Union High School District AZ

The Mathematics Accountability Model (MAM) Project has succeeded in the development, implementation, evaluation, and dissemination of a completely individualized learning program for basic and higher order math skills. Student interest and achievement in the MAM Project are well documented exemplars of its success. It is recommended that the Phoenix Union High School System and the Arizona State Department of Education continue to support the expansion of the MAM to other schools and districts. The MAM can be recommended as an effective individualized learning program that provides for a continuous uniform evaluation system in basic and higher order mathematics skills. (RC)

1013 ED 132 168
Haggett, William F.
Consumer Education. Fourth-Year Final Report. Report No. 7716.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
Report No.—PSD-7716
Note—57p.; For a related document, see ED 113 396
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Consumer Education, Criterion Referenced Tests, *Educational Objectives, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, *Integrated Curriculum, Parent Participation, *Program Evaluation, Resource Centers, Surveys, Teacher Attitudes, Teacher Workshops
Identifiers—Elementary Secondary Education Act Title III, Pennsylvania (Philadelphia), *Philadelphia School District PA

The Philadelphia School District's Consumer Education project aims to teach consumers to spend their money more wisely. Services offered by the Consumer Affairs Education Services staff included workshops for teachers and parents, support for individual teacher and faculties through liaison staff members, materials from and the use of the resource center, newsletters, teacher guides, and a parent education component. Of the seven measured objectives, six were completely attained and one was partially attained. Requests for materials were responded to, teachers were actively encouraged to integrate consumer education into their regular curricula, and field testing of the competency guide continued. New curricular materials were evaluated, and a series of criterion referenced tests are being developed. The parent education program is fully operational, parents, business and governmental agencies have participated in project activities. (Author/MV)

1014 ED 132 169
Chern, Hermine J. And Others
Evaluation of Career Education Projects, 1975-1976. Report No. 7715.
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.—PSD-7715
Pub Date—Sep 76
Note—153p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, Adult Vocational Education, Bilingual Education, *Career Education, Career Planning, Computer Oriented Programs, Consumer Education, Counselor Training, Distributive Education, Elementary Secondary Education, Evaluation Methods, Guidance Programs, Home Economics, Home Economics Education, Individualized Instruction, Instructional Materials, Job Placement, Medicine, Mild Mental Retardation, Mobile Educational Services, Parochial Schools, Pregnant Students, Program Development, Program Effectiveness, *Program Evaluation, Public Schools, Resource Centers, School Districts, Special Education, Vocational Education
Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

The evaluations of 26 career education programs which operated in the Philadelphia, Pennsylvania school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes: evaluation questions, discussion, and conclusions and recommendations. (RC)

1015 ED 132 170
Toll, Sherran
Evaluation of Prekindergarten Head Start. Year End Report, 1975-1976. Report No. 7700.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Philadelphia Anti-Poverty Action Commission, Pa.
Pub Date—Jul 76
Note—111p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Child Development, Classroom Design, Classroom Environment, Classroom Observation Techniques, *Compensatory Education, *Early Childhood Education, Grouping (Instructional Purposes), Handicapped Children, Individualized Instruction, Inservice Teacher Education, Instructional Materials, Low Income Groups, *Models, Parent Education, Parent Participation, Parochial Schools, Preschool Children, Preschool Education, Program Development, *Program Evaluation, Public Schools, Screening Tests, Student Records
Identifiers—Denver Developmental Screening Test, Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Head Start

The Philadelphia Prekindergarten Head Start program is a child development program for three and four-year-old children from low income families which stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). The 1975-1976 evaluation activities for Philadelphia's Prekindergarten Head Start program continued to focus on the major goals for children. There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. The Denver Developmental Screening Test (D.D.S.T.) was administered during October and April to 82% and 84% of the population respectively. In April only 1.8% of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40% from the Fall administration. While Prekindergarten Head Start children are from families of low socio-economic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the norming population. (Author/MV)

1016 ED 132 174
Goodwin, Judith
A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1974-1975. Report No. 7713.
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.—PSD-7713
Pub Date—Aug 76
Note—[illegible]5p.; For related documents, see ED 118 629, ED 104 550, and ED 084 276
Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Ancillary Services, Attendance, Comparative Analysis, *Compensatory Education, Disadvantaged Youth, *Early Childhood Education, Mathematics, Models, Parent Participation, Primary Education, Program Attitudes, *Program Evaluation, Reading, Summative Evaluation

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program. (MV)

1017 ED 132 187

Phoenix Union High School System Follow-up Study of 1972 Graduates.

Phoenix Union High School District, Ariz. Dept. of Research and Planning

Pub Date—[74]

Note—54p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Graduate Surveys, *High School Graduates, Participant Satisfaction, Questionnaires, Secondary Education

Identifiers—Arizona (Phoenix), *Phoenix Union High School District AZ

The purpose of this survey was to obtain feedback information from the 1972 Phoenix Union High School System graduates approximately one year after they had graduated. A questionnaire was mailed to a random sample of graduates; then tabulations were made by school on their responses. Objectives of the follow-up study included the following: (1) to identify post-secondary educational and occupational activities of former students; (2) to provide information regarding career entry and advanced training as a basis for improved guidance or counseling practices; (3) to obtain feedback from graduates to assist in evaluating the educational program; (4) to obtain information which would be helpful for the North Central Association of Secondary Schools and Colleges and other groups as they evaluate the educational program; and (5) to aid present staff in educational planning of future programs. This report includes a description of the sampling and evaluation design, a summary of the results, some recommendations, and a tabulation of the results, school by school. (Author/MV)

1018 ED 132 194

Branch, Helen M. And Others

Evaluation of the Arts and Humanities Center, 1974-75. Research and Evaluation Report, Vol. 9, No. 7.

Atlanta Public Schools, Ga.

Pub Date—Jan 76

Note—23p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Arts Centers, Elementary Secondary Education, *Evaluation

Identifiers—*Atlanta Public Schools Arts and Humanities Center, Georgia (Atlanta)

The Arts and Humanities Center, located in the Memorial Arts Center in Atlanta, Georgia, must develop its specific objectives consistent with, but not overlapping, the philosophy and function of the total center. The staff of each of the units involved in work with children plan together, have frequent communication regarding plans, policies, and programs; and cooperate in many ways to provide services to a broad cross section of the children of the Atlanta community. There has been no evaluation component built into the program, but the teacher-coordinator requested this evaluation to assist her in planning the program in the future. Contained in this report is information on the background, objectives, management and control, process, cost analysis, and projections for the Center. Also included are letters of support for the Arts and Humanities Center from a variety of users. (RC)

1019 ED 132 216

Turner, W. E. And Others

Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September, 1975- August, 1976.

Wichita Unified School District 259, Kans.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Bureau No.—BR-7-6030

Pub Date—Jul 76

Note—136p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annual Reports, Basic Skills, Delinquent Rehabilitation, Elementary Schools, Elementary Secondary Education, *Institutionalized Persons, Mathematics Instruction, *Parent Education, *Preschool Education, *Program Evaluation, Reading Programs, *Remedial Instruction, Summer Programs, Tuition Grants, Urban Education

Identifiers—*Elementary Secondary Education Act Title I, *Kansas (Wichita)

During the 1965-76 school year, ESEA Title I programs in Wichita, Kansas were conducted in 20 Title I target elementary schools and 52 extended service elementary schools. Programs included corrective reading, mathematics, and preschool components. There were also small but important programs for children in the neglected and delinquent institutions. A parent education component was implemented. In the 1975 summer session, the main areas of reading and mathematics were emphasized with additional inputs into the institutions and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships. Five thousand six hundred and two pupils were involved in regular year programs. There were 3048 pupils in corrective reading with 2454 in mathematics, some of whom may have been in both programs. Seventy-six percent of the pupils met or exceeded the stated major performance for reading that pupils should gain .8 of a month on the California Reading Test for each month of instruction. Fifty-five percent of 2,054 pupils with pretest and posttest scores met the mathematics performance objectives on posttests. These objectives were measured by criterion referenced basic skills tests. (Author/JM)

1020 ED 132 225

Sala, Frank C.

Implementation and Evaluation of a Desegregation Model for the Erie, Pennsylvania School District.

Pub Date—76

Note—440p.; Ed.D. practicum paper, Nova Univeristy

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Academic Achievement, Bus Transportation, Court Litigation, Desegregation Effects, Elementary Schools, Enrollment Projections, Enrollment Trends, Interest Inventories, *Models, Practicums, Program Development, *Program Effectiveness, *Program Evaluation, *School Desegregation, Self Esteem

Identifiers—Emergency School Aid Act 1972, *pennsylvania (Erie)

This report presents the evaluation of a court approved desegregation plan for elementary schools in the school district of the City of Erie, Pennsylvania, starting with the school year in September 1975. The plan was that the district's elementary school would house grades K-5. Two elementary schools, Garfield and Longfellow, would close and pupils would be reassigned. The Harding school would continue as a city wide open enrollment school. Burton school, exempted by court, would not be balanced. Wayne school would be an elementary school in transition, housing only grades 3-6. The district's middle schools would house grades 6-8. The academic high schools would house grades 9-12. The report compares projected pupil statistics under the proposed plan and actual pupil enrollment. Also presented are implementation activities for the Emergency School Aid Act; desegregation plan for the second year; and the conceptualization, design, and implementation of an evaluation to measure the effect (if any) of desegregation on pupil achievement, interest in school, and self esteem. The findings of the study focus on a "smooth implementation of the desegregation plan...attributed to careful planning and implementation activities". (Author/RJ)

1021 ED 132 231

WIS. World of Inquiry School.

Rochester City School District, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Note—58p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Continuous Progress Plan, Educational Finance, *Elementary Schools, Financial Support, Flexible Progression, *Individualized Instruction, *Nongraded Instructional Grouping, *Nontraditional Education, Parent Participation, Program Evaluation, *School Organization, School Personnel, Schools, School Support, Teacher Education

Identifiers—*New York (Rochester), World of Inquiry School NY

The World of Inquiry School opened in September 1967 with an enrollment of 120 children accepted from the entire city of Rochester and Monroe County. By September 1973, enrollment had increased to 275. The school reflects major departures in educational attitudes, techniques and programs, with children being brought together from different educational, cultural, racial and ethnic backgrounds. One of the basic tenets followed at WIS is that chronological age is not the basic determiner of readiness for learning. Another implemented concept is that learning takes place best through active involvement, while greater interest in learning is stimulated through Inquiry and Discovery. Success is measured at WIS in terms of the children's excitement and enthusiasm for learning and their progress toward self-direction and responsibility for their own learning. The make-up of the school is 50 percent Caucasian and 50 percent minority. The following educational practices characterize WIS: (1) Learning is individualized for each child. (2) Each child is given the opportunity to progress at rates, and through routes, best suited to his needs and abilities. (3) Each child is provided with opportunities and environments conducive to inquiry and discovery. (4) Each child has continuous contact with a number of adults in a variety of environments. Urban parents are responding well to the WIS approach as evidenced by large waiting lists. (Author/JM)

1022 ED 132 689

Hooper, Richard

An Evaluation of the Community Education Program of Metropolitan Public Schools of Nashville-Davidson County, 1975-76. Report.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date—Aug 76

Note—92p.; Photos may not reproduce clearly ; Report prepared by Department of Research and Evaluation, Metropolitan Public Schools, Nashville, Tenn

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrators, Community Education, Community Involvement, Community Organizations, *Community Schools, Educational Programs, Elementary Secondary Education, Participant Satisfaction, *Program Evaluation, *Questionnaires, *School Community Programs, School Community Relationship
Identifiers—*Nashville Davidson County Tennessee Schools

The results of the evaluation of the community education program of the Nashville-Davidson County (Tennessee) Metropolitan Public Schools are contained in this volume. Evaluation questionnaires were sent to participants in all seven Nashville-Davidson County community schools, as well as to school administrators and to community organizations using community school facilities. Although only 32 percent of the participants contacted responded to the questionnaire (most of these from one school), the evaluators conclude that this sample is representative of all community education participants. The percentages of response from administrators and community agencies were higher. Generally, the respondents gave the community education program high ratings. Four-fifths of the surveyed program participants said they planned to take part in other community education activities. A majority of the administrators believe that the program has improved school-community relations. (DS)

1023 ED 132 703
Banta, Trudy W. And Others
Evaluation of the Knox County Extended School Year Program. Final Report.
Knox County Schools, Knoxville, Tenn.
Pub Date—Dec 76
Note—191p.; For related documents, see ED 106 949 and ED 123 757; Some tables will be illegible due to small print in original
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Academic Achievement, Administrator Attitudes, *Curriculum Development, Elementary Secondary Education, Enrollment, Extended School Year, Parent Attitudes, *Program Costs, *Program Evaluation, Student Attitudes, *Student Motivation, Summer Schools, Teacher Attitudes, *Year Round Schools
Identifiers—*Quinmester Program, Tennessee (Knox County)

The Knox County extended school year (ESY) program emphasized K-12 curriculum improvement. During the trial of the ESY scheduling and curriculum changes, there was an increase in English and social studies scores at the high school, an increase at all levels in the extent to which students perceived that individualization of instruction was taking place, no change in average daily attendance (even during the summer quinmester), a decline in the high school dropout rate, an increase in the use of library references, and an improvement in an already favorable attitude toward school at all levels. It was not possible to isolate the effects of ESY in these areas from the effects of other factors. However, the data indicate that ESY was certainly not a negative influence, and in some cases the effect appeared to be quite positive. Parents at all levels and many staff and administrators responded positively to the ESY changes. The planned three-year project was cut short after two years because school board members did not feel the extra expenditures associated with the summer quinmesters were justified for such a small proportion of the students (13 percent one summer, 11 the next). (Author/IRT)

1024 ED 133 335
Evaluation of the Dade County Hearing Impaired Program, 1975-75.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date—Jun 76
Note—58p.; Document not available in hard copy due to marginal legibility of original document
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Auditory Evaluation, Elementary Secondary Education, *Hearing Impairments, Itinerant Teachers, Parent Attitudes, *Program Attitudes, Program Effectiveness, *Program Evaluation, Special Education, Teacher Attitudes
Identifiers—*Dade County Hearing Impaired Program, Florida (Dade County)

For this evaluation, information was gathered from parents of children enrolled in Dade's programs for the hearing impaired, teachers of the hearing impaired, regular teachers, and records of children currently in the program. Information was also gathered from parents of children enrolled at the Florida School for the Deaf and Hard of Hearing at St. Augustine, to obtain a relative comparison of that and Dade's program. The information gathered from these sources was used to evaluate the two basic types of services offered the hearing impaired by Dade County: (1) self-contained services, involving placement of a student into a special classroom, with resourcing into the regular school program as warranted, and (2) itinerant teacher services, provided for those with relatively little hearing impairment for approximately two hours per week. Seven major recommendations were made for program improvement: (1) development of an in-service orientation for regular teachers; (2) increasing availability of appropriate career education and vocational training opportunities for the hearing impaired child; (3) enhancing the communication existing between teachers in the itinerant program and students' parents; (4) provision of more adequate facilities for itinerant hearing teachers, (5) provision of in-service training for teachers of the hearing impaired in certain areas; (6) making available more complete information on incoming students especially for teachers functioning in self-contained settings; and (7) more adequate provision for certain equipment items. (RC)

1025 ED 133 382
Higgins, Paul And Others
Student Advisory Committees in Minneapolis Public Secondary Schools Participating in the 1974-75 Emergency School Aid Act Project. Report No. C-74-71.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date—May 76
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advisory Committees, Federal Aid, Federal Programs, High Schools, Junior High Schools, Legal Responsibility, *Program Evaluation, Public Schools, *School Administration, School Districts, School Policy, *Secondary Schools, *Student Participation, Student Role, Urban Schools
Identifiers—*Emergency School Aid Act 1972, *Minnesota (Minneapolis)

During the 1974-75 school year, 11 Minneapolis public secondary schools formed Student Advisory Committees (SAC's) as one of the conditions of their receiving Federal desegregation funds under the provisions of the Emergency School Aid Act (ESAA). No ESAA funds were allotted for operation of the SAC's, however. The 11 schools with SAC's included eight junior highs and three senior highs. According to Federal ESAA regulations, the SAC in each school was supposed to constitute a "true cross section" of the student body. The SAC was to serve as the students' voice in the improvement of school programs; including, for example, the reading and Counselor Aide programs funded under ESAA in Minneapolis. At the request of the Minneapolis ESAA Project Administrator, staff from the Minneapolis Schools' Research and Evaluation Department studied SAC membership and operation. This study answered two questions: (1) Did the SAC's follow Federal ESAA regulations during 1974-75? It was concluded that given the ambiguity of ESAA regulations and avoiding their literal interpretation, most of the schools made a good faith attempt to elect SAC's fairly representing their racial groups. However, 5 of the 11 SAC's were not elected by students. (2) How did the SAC's operate during 1974-75? It was found that each of the SAC's met once a month or more, on the average. The SAC's sponsored a variety of educational, social, and other activities. (Author/JM)

1026 ED 133 582
Comprehensive Career Curriculum. Final Report.
Des Moines Public Schools, Iowa.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-575
Bureau No.—F7137VW
Pub Date—Jul 76
Grant—OEG-0-73-5280
Note—79p.; For related documents see CE 009 614 and CE 009 693
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Education, *Comprehensive Programs, *Curriculum Development, Elementary Secondary Education, Handicapped Students, Inservice Teacher Education, Program Descriptions, Program Evaluation, Vocational Education
Identifiers—Iowa, Iowa (Des Moines)

Covering the time period of July 1973 to June 1976, this report describes the procedures and results of a comprehensive career education project K-12 in the Des Moines Independent School District. The project consisted of the following 12 major components: Elementary, junior high school, senior high school, technical high school, handicapped career center, dropouts, career guidance services, placement and followup, vocational youth organizations, staff development, career information, and postsecondary career training. Activities included development of curriculum materials and handbooks and their pilot testing, establishment of career information centers and a placement center, inservice and staff development, increasing community awareness of career education, development of challenge exams, and development of handbooks for vocational youth organizations. The main body of the report lists the original goals with procedures followed, results, evaluation, and conclusions and recommendations. An appended section presents recommendations for a vocational preparation program for the handicapped divided into the three parts of recommendations for an expanded program, and general recommendations. The career information center survey form and project-developed brochures are also appended. (NJ)

1027 ED 133 589
Des Moines Comprehensive Career Education Curriculum Project. Evaluation Report.
Des Moines Public Schools, Iowa.; EPIC Diversified Systems Corp., Tucson, Ariz.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-552
Note—70p.; For related documents see CE 009 614 and CE 009 681
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Education, *Curriculum, Elementary Secondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Summative Evaluation, Tables (Data)
Identifiers—Iowa, Iowa (Des Moines)

This report evaluates the third-year activities of a project to provide for the continued development, implementation, assessment, and refinement of career education K-12 in the Des Moines Independent School District. Evaluation results are organized by the following components: Elementary, junior high school, senior high school, technical high school, handicapped career center, dropouts, career guidance services, placement and followup, public information and communication, and postsecondary career training. For each component, performance and process objectives are listed, followed by related tabled and narrative evaluation data. Tables display survey data on the elementary component indicating positive results for implementation. Tabled results of a survey of students, administrators, and parents regarding two junior high school programs indicated student interest and involvement as well as parent and administrator satisfaction. Summarized information regarding use of the information center is presented for teachers and students, and summarized results of a survey of vocational youth organizations also appear. Evaluation of the remaining project components is in the form of brief narrative summaries. (NJ)

1028 ED 133 910
Eismann, Donald And Others
Schools and Neighborhoods Research Study: Phase One–Executive Summary.
Seattle Public Schools, Wash
Spons Agency—National Inst of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Grant—NIE-G-75-0026
Note—44p.; For related documents, see EA 009 185-189
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Community Attitudes, *Community Surveys, *Economic Factors, Educational Quality, Elementary Education, Neighborhood Schools, *Research Methodology, School Budget Elections, School Buildings, *School Closing, *School Community Relationship, Social Influences, Space Utilization
Identifiers—Schools and Neighborhoods Research Project, *Seattle Public Schools WA, *Washington (Seattle)

This report is a summary of the research conducted in Phase 1 of the Schools and Neighborhoods Research Study. The program's objectives, each of which represents a separate study, are to identify the perceptions and expectations of neighborhood residents and businesses with respect to the school, to identify the services provided by the neighborhood school, and to determine the significance of the neighborhood school to the maintenance and the development of the neighborhood unit. The research approach used a pre- and post-closure comparison of selected variables. Five general questions provide the framework for reporting the findings–(1) Is the "quality" of a neighborhood changed by school closure? (2) Are residents less satisfied with their neighborhood and schools after school closure? (3) Does school closure affect the quality of education available to students in the closure neighborhood? (4) Does school closure affect school levy support? (5) Does school closure change the pattern and frequency of community use of schools? Appendixes give the background and closure circumstances and information about the research methods and school closures in other cities. (Author/IRT)

1029 ED 134 651
Title I Evaluation Report 1973-74. Chattanooga Public Schools.
Chattanooga Public Schools, Tenn.
Pub Date—74
Note—123p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, *Mathematics, *Program Descriptions, Program Effectiveness, *Program Evaluation, Public Schools, Reading Achievement, *Reading Programs, School Desegregation
Identifiers—Chattanooga Public Schools TN, *Elementary Secondary Education Act Title I, *Tennessee (Chattanooga)

A description and evaluation of 1973-74 programs funded by the Elementary and Secondary Education Act, Title I, for the Chattanooga Public School System in Tennessee, are contained in this document. The main project components are reading and mathematics. The major problem associated with the 1973-74 Title I programs was a result of the implementation of the Federal Court mandate on school desegregation. It caused administrative and logistic problems in the schools. The performance objectives established by the Chattanooga Public School System for the Title I elementary schools in reading, mathematics, self-image, and responsibility provided a basis for evaluation of the Title I programs. The results of the analysis of each performance objective indicated that certain objectives were fully met, certain objectives were partially met, and selected objectives were not met. (Author/AM)

1030 ED 134 669
Bilingual/Bicultural Education Program; Programa De Educacion Bilingue/ Bicultural, 1975-1976.
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment
Pub Date—76
Note—201p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Bilingualism, Bilingual Students, Cross Cultural Training, Cultural Background, Cultural Differences, English (Second Language), Ethnic Groups, Program Content, *Program Descriptions, Program Effectiveness, *Program Evaluation, *Spanish Speaking
Identifiers—Bilingual Education Act 1968, Bilingual Programs, *Elementary Secondary Education Act Title VII, *Wisconsin (Milwaukee)

A description and evaluation of the Elementary and Secondary Education Act Title VII-funded Bilingual/Bicultural Education Program in Milwaukee, Wisconsin is provided in this report. A developmental system of bilingual education enabled kindergarten through twelfth grade pupils to learn all subject content in both English and Spanish in the context of Hispanic culture. The bilingual/-bicultural teaching and supervisory staff developed curricula to implement program goals aimed at educating students to feel at home in both the English and Spanish language and the American and Hispanic cultures. When Bilingual Project participants were compared with national norms and Title I or Spanish-surnamed comparison groups, standardized test results demonstrated that the goal of grade level progress was achieved at kindergarten, lower and upper primary levels in readiness, English reading, and mathematics. Equivalent progress was not demonstrated at middle primary grades, but at the upper primary level, Bilingual Program achievement exceeded that of the Title I reading and mathematics programs. (Author/AM)

1031 ED 135 823
ESEA Title VII Bilingual/Bicultural Education Program; Programa de Educacion Bilingue/-Bicultural 1975-1976.
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
Pub Date—[76]
Note—202p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Academic Achievement, *Biculturalism, *Bilingual Education, Career Education, Compensatory Education, *Elementary Secondary Education, Evaluation Methods, Parent Attitudes, Program Descriptions, Program Effectiveness, *Program Evaluation, Self Concept, Spanish Culture, Spanish Speaking, Standardized Tests, Student Attitudes, Teacher Attitudes, Test Results, *Urban Programs
Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *Milwaukee Bilingual Education Program, Wisconsin (Milwaukee)

This is the annual evaluation report of the Title VII components of the Milwaukee Bilingual/Bicultural Education Program funded by Title I and Title VII of the Elementary and Secondary Education Act of 1967 and the Milwaukee Public Schools. The results of the 1975-76 assessment of pupil progress toward achievement of the program's academic and affective goals in elementary and secondary schools are detailed. It includes observations by parents, teachers, administrators, and the Educational Resource Team. Standardized test results indicate the goal of grade level progress was achieved at kindergarten, lower and upper primary in readiness, English reading, and mathematics when Bilingual Program performance was compared with national norms and Title I or Spanish-surnamed comparison groups. Half-day kindergarten children reached the same achievement level as those in full-day classes. Equivalent progress was not demonstrated at middle primary, the level at which many pupils were introduced to reading in their second language. At upper primary, Bilingual Program achievement exceeded that of the Title I Reading and Mathematics Programs. In addition, Spanish reading achievement was high. Both bilingual and comparison pupils tested positive on a self-concept test. A sample of students indicated positive attitudes toward Mexican and Puerto Rican cultures and a high level of cultural knowledge. Career Orientation, Bilingual Typing, and English for Latinos were innovative secondary school courses. Secondary students endorsed bilingual education. Teachers and parents gave the program high ratings in meeting the goals of grade level achievement and improved student self-esteem. Suggestions for program improvement were made. (RC)

1032 ED 135 832
Faunce, R.W. Walen, Tracey
The Minneapolis Accountability Project: 1972-1976. Final Report.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date—Jan 77
Note—79p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Accountability, Advisory Committees, *Citizen Participation, *Community Involvement, Discipline, *Educational Programs, Program Effectiveness, *Program Evaluation
Identifiers—*Minneapolis Accountability Project, Minnesota (Minneapolis)

The Minneapolis Accountability Project was an effort of the Minneapolis Public Schools to provide greater accountability to the public by helping citizens evaluate school programs. Citizens' study groups were provided with staff to help them in a year-long study of a topic selected by a citizen's advisory board. Study committees met weekly throughout the school year and made recommendations to the school board in the spring. Followup activities sought to promote implementation of the recommendations. The project operated from September 1972 through June 1976 and produced six studies: Pupil Progress Reporting, Use of Teachers' Skills, Basic Skills, Curriculum Development Procedures, Community Participation, and School Discipline. This report summarizes the project's four years. Emphasis is placed on the final year since the first three years have been described in earlier reports. An attempt is made to assess the project's impact. Participants were surveyed, study committee chairpersons assessed their committee's impact, state and local school officials gave their views, and newspaper reports of the project were reviewed. An independent evaluator hired by the state evaluated the project. Finally, an estimate of the status of the 95 recommendations made by study committees is given. Reactions of participants, the press, the state funding agent, the independent evaluator, and the superintendent were favorable. However, implementation of recommendations varied with the topic, and committee chairpersons' views reflected this variation. All chairpersons, however, felt the Accountability Project itself was worthwhile. (Author/RC)

1033 ED 135 915
Clawar, Stanley S.
Corrective Mathematics Services for Eligible Nonpublic School Pupils; Evaluation Period School Year, 1975-1976.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—76
Note—29p.; New York City Board of Education Function No. 09-69628 ; Tables may not reproduce clearly
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Gains, Elementary Secondary Education, *Mathematical Concepts, *Mathematics Instruction, *Mathematics Materials, Private Schools, *Remedial Mathematics
Identifiers—Elementary Secondary Education Act Title I, *New York (New York)

This paper describes and evaluates a corrective mathematics program designed to meet the needs of approximately 25,000 Title I eligible pupils attending non public schools. The major objectives of the program were to improve the mathematical competency of pupils in computation, concept development and problem solving. Approximately 10,000 pupils were served by the program. The basic teaching methodology was a small group, materials oriented approach. Students were provided with workbooks, games, and other materials with a mathematics focus. Student participation and individualized instruction were also emphasized. Many students who received the services of the program were regularly involved with guidance counseling services. All students participating were given on a pre and post basis, one of the following tests: the Boehm Test in Basic Concepts; the Metropolitan Achievement Test (Mathematics) grades 2-8; or the Stanford Test of Academic Skills (Mathematics) grades 9-12. In all grade levels the students manifested statistically significant gains on their mathematics scores. The use of paraprofessionals was not shown to have contributed to the higher scores of the students involved. (Author/AM)

1034 ED 135 916

Bergenn, Victor W.

College Discovery and Development Program; School Year, 1975-76.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—76

Note—37p.; Pages 28-37 are marginally legible due to the print quality off the original document; New York City Board of Education Function No. 09-69610

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Bound Students, *Compensatory Education, Economically Disadvantaged, *Educationally Disadvantaged, Grade 10, Grade 11, Grade 12, *High School Students, Mathematics Instruction, *Program Evaluation, Reading Instruction

Identifiers—*College Discovery and Development Program, *Elementary Secondary Education Act Title I, *New York (New York)

The primary objective of the College Discovery and Development Program (CDD), funded under the Elementary Secondary Education Act Title I, has been the discovery and development of the college potential of high school youth who are academically and financially disadvantaged. This program was designed to improve the reading and mathematics performance of the students in the target population. The program began in September 1975 at three Title I high schools. Participating students were enrolled in the tenth, eleventh and twelfth grades. The 748 students who were at least two years retarded in reading and mathematics entered the program. Pre and post tests, on site observations and visits provided evidence that the proposed program was implemented as planned. (Author/JM)

1035 ED 135 917

Kaye, Mildred

College Discovery and Development Program; School Year 1974-75.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—75

Note—42p.; Pages 37-42 are marginally legible due to the print quality of the original document; New York City Board of Education Function NO. 09-59610

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*High School Students, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, Secondary Education, Underachievement

Identifiers—*College Discovery and Development Program, *Elementary Secondary Education Act Title I, New York (New York)

Funded under Title I of the Elementary and Secondary Education Act, the College Discovery and Development Program is a cooperative program developed and offered by the City University of New York and the Board of Education of New York City. This program provides remediation in reading and math to approximately 830 sophomores, Juniors and Seniors who are economically disadvantaged in three New York City high schools. Statistically significant results were found in both the reading and math components. Students were scheduled for intensive small group (8 to 10 students) individualized assistance in reading and math. Each center was staffed with three counselors, three educational assistants and one coordinator. Seventeen remedial reading and/or remedial math teachers staffed the program. There was one Project Coordinator who coordinated the program city wide. (Author)

1036 ED 135 919

Doyle, Robert E.

The College Bound Program; Evaluation Period, School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation

Pub Date—75

Note—29p.; New York City Board of Education Function No. 09-59609

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Cognitive Objectives, *College Bound Students, *College Preparation, *Disadvantaged Youth, *High Schools, Mathematics, *Program Evaluation, Reading, Sciences

Identifiers—*College Bound Program, *New York (New York)

This report contains a description and evaluation of the College Bound Program. It was designed to enhance the cognitive abilities of 9,300 high school students who were eligible for Title I funds. The program was conducted in 24 high schools with approximately one fourth of the subjects at each grade level. The evaluation was designed to investigate the effectiveness of the reading, mathematics, science, social science, and bilingual components of the program. Test results revealed that the project improved standardized test scores in all areas. Statistically significant gains were obtained for the reading, mathematics, social studies, science, bilingual reading, and bilingual science components for all grade levels and for the ninth grade bilingual social science component. (Author/AM)

1037 ED 135 921

Lohman, Maurice A.

Bilingual Pupil Services; School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—75

Note—110p.; Appendix A and B are marginally legible due to the print quality of the original document; New York City Board of Education Function No. 09-51698

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, *Bilingual Students, Bilingual Teachers, English (Second Language), Inservice Education, Mathematics Instruction, *Non English Speaking, Paraprofessional School Personnel, Reading Skills, *Spanish Speaking

Identifiers—*Elementary Secondary Education Act Title I, *New York (New York)

This report contains a description and evaluation of the Bilingual Pupil Services Program, operated by the New York City Board of Education, Office of Bilingual Education. The basic goal of the program was to improve the reading and mathematics abilities of Hispanic non-English speaking pupils and Hispanic English speaking pupils who were one or more years behind in reading and mathematics achievemnt as measured by teacher made and/or standardized tests. The program served 2061 pupils in 32 public schools in 13 community school districts. The program provided in-service training to paraprofessionals who assisted the regular classroom teacher by providing small group instruction. A copy of a test on teaching reading to the bilingual learner is included in an appendix. (Author/AM)

1038 ED 135 922

Strum, Irene

Bilingual Program In Auxiliary Services for High Schools; School Year 1975-76.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—76

Note—42p.; New York City Board of Education Function No. 09-67604

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, *Compensatory Education, *English (Second Language), High Schools, *High School Students, Mathematics Instruction, Non English Speaking, Reading Instruction, Secondary Education

Identifiers—Bilingual Education Act 1968, *Elementary Secondary Education Act Title VII, *New York (New York)

The bilingual program of the Auxiliary Services for High Schools (ASHS) provides an alternative educational system in New York for students who are bilingual or speak no English but do speak Spanish, French, Italian, Greek or Chinese. The program's primary purpose is to prepare pupils for the General Education High School Equivalency (HSE) examination in English or Spanish; therefore reading and mathematics skills are emphasized. An English as a Second Language (ESL) component is included for the improvement of English skills. The bilingual program uses native or dominant languages to improve competency in reading, mathematics, and social studies. Participants are helped to keep their cultural heritage. In the 1975-1976 school year there were 12 bilingual centers. The results of the evaluation showed that the basic evaluation objectives were achieved by students for whom data was available. English reading improved significantly. Reading in the native or dominant language and in mathematics showed a significant gain. For students whose HSE results were known, approximately 80 percent passed. (Author/JM)

1039 ED 135 923

Soles, Stanley

Bilingual Program in Auxiliary Services for High Schools; School Year 1974-75.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—75

Note—50p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Cognitive Objectives, *English (Second Language), *High Schools, Languages, *Non English Speaking, Reading Achievement, *Reading Centers, Reading Programs, Reading Skills, Secondary Education

Identifiers—*Auxiliary Services for High Schools, *New York (New York)

This report describes and evaluates the bilingual program of the Auxiliary Services for High Schools (ASHS) Program in the New York City Schools for the 1974-75 school year. In 1974-75 there were 12 centers for this program distributed throughout all boroughs of New York City. Spanish was offered in nine of the programs, French in two, Greek in one, and Italian in one. The bilingual program provided for the development of increasing English skills through English as a Second Language (ESL) instruction. Beyond the ESL instruction, the bilingual program used the native or dominant language of the students to develop competencies in areas of reading development, math, science, social studies, and several other areas. Some students in Spanish were prepared for the General Education High School Equivalency Exam in English or Spanish versions. The program emphasized bilingual guidance and counseling for both academic and vocational needs of students. About 1,397 students were served by the bilingual program in the 1974-75 school year. Among the major findings of the evaluation are the following: 1) students for whom completed test results were analyzed showed significant gains in reading scores, 2) reading in native languages showed significant gains in each of the languages for which test results were completed, 3) achievement in mathematics among the 12 centers showed significant differences with the exception of one school, and 4) for those students whose results were known, over 80% of the students who took the high school equivalency examination passed. (Author/AM)

1040 ED 135 926

Bertoldi, Arthur R.

Remediation for Auxiliary Service Students; Evaluation Period, School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—75

Note—29p.; New York City Board of Education Function No. B/E 09-59680. The Appendix is not reproducible due to marginal legibility of the original document

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Counseling, *Dropout Programs, *High School Equivalency Programs, *High School Students, *Remedial Mathematics, *Remedial Reading, Secondary Education

Identifiers—*Auxiliary Services for High Schools, Elementary Secondary Education Act Title I, *New York (New York)

This report presents a description and evaluation of the Auxiliary Services Program. This program provided counseling, remedial math and remedial reading instruction, and high school equivalency study to Title I students who were two or more years below grade level. Eleven day and evening centers located in various boroughs in New York participated. The evaluation consisted of a comparison between pre and post test scores achieved on the Metropolitan Achievement Test in reading and on the New York State Arithmetic Computation Test in Mathematics. In addition students' scores on alternate forms of these test were obtained at various points during the program. High school grade levels at the time of enrollment were noted and a detailed account of attendance records was also maintained. Among the major findings of the evaluation are the following: 1) although monthly and daily attendance patterns were flexible, the average student attended school for five and one half months or 54 days of instruction, 2) both remedial programs produced statistically significant achievement growth. (Author/AM)

1041 ED 135 927

Lodato, Francis J.

Remedial Services for Eligible Nonpublic School Pupils; Clinical and Guidance Component. School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—75

Note—22p.; New York City Board of Education Function No. 09-59630

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Clinical Diagnosis, Cognitive Objectives, *Elementary Secondary Education, *Guidance Programs, *Private Schools, Remedial Instruction, *Remedial Programs

Identifiers—*Elementary Secondary Education Act Title I, *New York (New York)

This paper reports on the clinical and guidance component of a program designed to meet the needs of non-public school children in a New York City School District for the 1974-75 school year. In all, a total of 8,398 students from the non-public schools participated in the program. The evaluation of this program included: a) achievement measures in the instructional components of the program (i.e. corrective reading, corrective mathematics, and English as a second language), b) improvement of in-school behaviors, and c) a decrease in the basic problems which prompted the clinical and guidance referral. In general, the program was successful insofar as the evaluation objectives were met. The behavior of the pupils in the program improved significantly according to the referring teachers. (Author/AM)

1042 ED 136 019

Mowsesian, Richard

Corpus Christi Independent School District Career Education Project, 1975-1976. Final Evaluation Report.

Corpus Christi Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Note—90p.; For related documents see CE 010 148 and ED 118 785 ; Evaluation developed by ARBEC, Inc.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, *Career Education, Comprehensive Programs, Counseling Services, Demonstration Programs, Educational Assessment, Elementary Secondary Education, Program Attitudes, *Program Effectiveness, Program Evaluation, Questionnaires, School Districts, Statistical Analysis, Student Attitudes, Teacher Attitudes, Vocational Education

Identifiers--Texas (Corpus Christi)

The third-party evaluation description, data and conclusions are presented for the third year of the Corpus Christi Independent School District (CCISD) career education project. The evaluation sought to identify those parameters of career education (CE) that are exemplary and feasible for long term incorporation within the school system. Two major parameters were identified: (1) Conduct an indepth evaluation of select exemplary classroom units at grades 3, 5, 9, and 11, involving pre/posttesting and indepth interviewing, and (2) attempt to gain a longitudinal perspective, across three years, of CE in the CCISD. Data were gathered from students and teachers for reviewing these dimensions. Conclusions reported included the following: Positive career education movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE if effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as motivational in that the relationship between education and life are explored. Data indicate that students found their exposure to CE beneficial and would like more of it. Appendixes contain questionnairies used in the study. (TA)

1043 ED 136 377

Blanchard, Paul D. Kline, Robert L.

The Importance of Regionalism in the Decision-Making Style of Local Boards of Education.

Pub Date—Mar 77

Note—23p.; Paper presented at the "Conference on the Urban South: Perspectives and Retrospectives" (Charleston, South Carolina, March 25-26, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Board Administrator Relationship, *Boards of Education, *Conflict, *Decision Making, Elementary Secondary Education, Females, Geographic Regions, Political Influences, *Superintendents, Tables (Data)

Identifiers—Regionalism, *United States (South)

This study examines some of the characteristics of decision-making on school boards, focusing on the behavior of southern school board members in comparison with their counterparts in other regions of the country. Data were collected in 1975 at the convention of the National School Boards Association (NSBA). Self-administered questionnaires were randomly distributed by the NSBA staff members to board members and superintendents. This procedure generated a sample of 1,091 school board members and 116 superintendents. Three areas of board decisional behavior are studied–representation and representativeness, including the degree of representation of women on the board and whether the members of the boards view themselves as representatives or trustees and whether they view the board as more like a corporation board or like a legislature; accessibility to groups and the public; and the decision-making style of the board. The latter topic is concerned with two broad areas–whether the superintendent or the board is dominant and whether the board is bipolar, unipolar, nonpolar, or concealed in its decisional conflicts. Generally, school board politics in the South is different from that found in other regions in several important ways. (Author/IRT)

1044 ED 136 460

McKnight-Taylor, Mary

Summer Program for Hospitalized Handicapped Children, Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—B/E-09-61607

Pub Date—[75]

Note—44p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Exceptional Child Research, *Handicapped Children, *Hospitalized Children, *Hospital Schools, Individualized Instruction, Program Descriptions, *Program Evaluation, *Reading Instruction, *Urban Programs

Identifiers—New York (New York)

Presented is an evaluation of a program designed to provide intensive reading instruction to individual hospitalized, handicapped children in New York City. The project is noted to have served 375 children in 22 hospital settings and involved 32 teachers. Reported are findings indicating that approximately 92% of the pupils mastered at least one objective which they did not master prior to the program, and that 53% of the pupils mastered at least 76% of the instructional objectives to which they were exposed after having demonstrated previous non-mastery. Among listed recommendations are that the program be refunded and the budget be increased. Appended materials include the CROFT reading test forms, sample evaluation forms, and data collection forms. (IM)

1045 ED 136 461

Lodato, Francis J.

An Evaluation of Outreach Program for Disadvantaged Mentally Retarded Children. 1974-1975 School Year. Evaluation Report. Function No. 09-56607.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency--Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—[75]

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Services, *Delivery Systems, *Disadvantaged Youth, Exceptional Child Research, *Mental Retardation, Outreach Programs, Program Descriptions, *Program Evaluation, *Urban Programs

Identifiers—New York (New York)

Presented is an evaluation of a program serving 373 disadvantaged mentally retarded children in New York City to provide services in the areas of health, physical and emotional, education, social and recreational needs. Reported are findings indicating that 94% of the Ss had 60% of or more of their unmet needs satisfied and that 65% of the Ss had 100% of their current unmet needs satisfied. Recommendations listed include that the program be continued for 1975-76, that the program be expanded to all school districts in New York City, and that the program be funded throughout the summer. (IM)

1046 ED 136 462

Fryburg, Estelle L.

Individualizing Instruction for Physically Handicapped and Mentally Retarded Children in Special Schools. School Year 1974-1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—B/E-09-51696

Pub Date—[75]

Note—52p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Exceptional Child Research, *Handicapped Children, *Individualized Instruction, *Mathematics, Paraprofessional Personnel, Program Descriptions, *Program Evaluation, *Reading Instruction, Remedial Programs, Special

Programs, *Special Schools, Urban Programs
Identifiers—New York (New York)

Presented is an evaluation of a program providing physically handicapped and mentally retarded children (4-21 years old) in 19 special educational facilities in New York City with an intensive remedial program in reading and mathematics. The program, involving instruction by paraprofessionals of a minimum of 1/2 to 1 hour each week for a total of minimum of 40 hours for each participant (except in hospital shcools where the minimum was 20 hours), is noted to have met all of the objectives with significant demonstrated gains by the Ss in achievement and social-emotional development. Listed recommendations include the recycling of the program, continuation of the paraprofessional in the trainer role, and improvement of diagnostic and prescriptive programming. Findings are provided in tabular form and test results are appended. (IM)

1047 ED 136 463
Levy, Marguerite F.
Individualized Instruction for Handicapped Students in Special Schools (Part C). School Year 1975-1976. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.—B/E-09-69698
Pub Date—[76]
Note—36p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Exceptional Child Research, *Individualized Instruction, *Mathematics, *Mental Retardation, *Paraprofessional Personnel, Program Descriptions, *Program Evaluation, *Reading Instruction, Rehabilitation Centers, Remedial Programs, Special Programs, Teaching Methods
Identifiers—New York (New York)

Presented is an evaluation of a program providing mentally retarded students in two occupational training centers who were two or more years retarded in reading and/or mathematics with individual or small-group instruction supplementing the basic program. It is noted that 110 participants were given 2 hours, 15 minutes a week instructional time by paraprofessionals and teachers. An additional objective of the program is reported to have been providing for the training of paraprofessionals, workshops for paraprofessionals and teachers, and development of behavioral objectives and innovative teaching methods. Among findings listed are that all program objectives were met and that the program proved effective in meeting the needs of this population of students for individualized instruction. Recommendations include that the program be continued, that procedures be flexible to allow experimentation, and that time be allotted for informal discussions. Appended items include a pupil profile, progress report, and tabulated data. (IM)

1048 ED 136 464
Hicks, John S.
Individualized Instructional Program for Emotionally Disturbed Children Unable to Participate in Formal Educational Programs. (Title VI) School Year 1974-75. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.—B/E-09-56606
Pub Date—[74]
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attendance, *Emotional Disturbances, Exceptional Child Research, *Individualized Instruction, *Mathematics, Program Descriptions, *Program Evaluation, *Reading Instruction, Remedial Instruction, *Residential Programs
Identifiers—New York (New York)

Presented is an evaluation of a program designed to provide individualized instruction for 28 seriously emotionally disturbed students in a residential psychiatric program in New York City. Findings are reported to indicate that the program met its objectives in producing significant growth in both reading and math achievement, and additionally produced over 100% improvement in attendance. It is noted that efforts were made by the hospital team to keep and maintain contact with school programs outside of the hospital to which the students would be returning. Listed recommendations include that objectives in reading and math be defined in terms of the historical regression formulas, that instruments used for data collection be improved, and that funding for the program be modified. Data forms are appended. (IM)

1049 ED 136 465
Gottlieb, Jay
Transitional Classes Program. School Year 1975-1976. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—55p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Arithmetic, Elementary Secondary Education, *Emotional Disturbances, *Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Improvement, Reading Instruction

Described is the Transitional Classes Program for emotionally disturbed children 7-17 years old. It is explained that individual or small group sessions based on individualized programs are conducted daily to improve reading and math skills. Program evaluation findings are reported, including an improvement in six specified reading and six math objectives for students who participated for the entire year, and a mastery of nearly 100% of the instructional objectives students were taught. Appended are tables with student performance data from the Random House Criterion Reading Test and the American Guidance Associates Key Math Test. (CL)

1050 ED 136 466
Ellis, Ronald S.
Summer Program for Autistic Children, Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Autism, Elementary Education, Emotional Disturbances, *Program Descriptions, *Program Evaluation, *Summer Programs

An evaluation report is presented for a 1975 summer program for 25 6- to 12-year-old autistic children in New York City. Evaluative procedures are described, and student ratings in four skill areas (basic life skills, orientation to learning, cognitive skills, and socialization) are explained. Final results are said to indicate that all Ss demonstrated no decrease in performance in the four areas. Appended are an observation report form, the rating scale used in the evaluation, and a list of classroom activities. (CL)

1051 ED 136 479
Silverman-Dresner, Toby
Pre-Placement Program for Severely Multi-Handicapped Blind Children. 1974-1975 School Year. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blindness, *Daily Living Skills, Exceptional Child Services, *Multiple Disabilities, *Parent Participation, Preschool Education, Program Effectiveness, *Program Evaluation

Presented is an evaluation of a pre-placement program designed to improve the performance of 15 multi-handicapped blind children (4-10 years old) in activities of daily living, and to involve the parents in the children's education. Among findings reported are that all but one of the Ss improved in activities of daily living as measured by the rating scale. It is recommended that the program be continued and that staff suggestions be incorporated into future programming. Test results are presented in tabular form. (IM)

1052 ED 136 480
Chorost, Sherwood B.
Summer Program for Reading and Mathematics for Handicapped Pupils in Special Education Classes (DSEPPS) (Severely Emotionally Handicapped, Hearing Impaired, Multiply Handicapped, Pre-Placement) Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—51p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Arithmetic, *Criterion Referenced Tests, Early Childhood Education, Elementary Secondary Education, Emotional Disturbances, Exceptional Child Research, Field Trips, *Handicapped Children, Hearing Impairments, *Individualized Instruction, Multiple Disabilities, Program Descriptions, *Program Evaluation, Reading Difficulty, Recreational Activities, Socialization, *Special Classes, *Summer Programs

Presented is an evaluation of a summer program which consisted of individualized and small group instruction in reading and arithmetic, recreational activities, and field trips designed to promote academic and socialization skills for 506 handicapped children. The program is noted to have had four components: severely emotionally handicapped, hearing handicapped, multiply handicapped, and preplacement (multiple learning disordered). Among findings and conclusions discussed are that at least 93% of the children met at least one instructional objective; that the children received outstanding instructional experiences; and that the exemplary program performance is based, in large part, upon the system of setting concrete instructional goals for each child (criterion referenced testing). Also identified as contributory to the program's success were excellent staff skills which provided enthusiastic learning environments, and the concept of breaking the instructional day into academic and recreational segments. Appended materials include descriptions of the criterion referenced tests used and results in tabular form. (IM)

1053 ED 136 481
Aborda, Enrique J.
Summer Program of Reading and Mathematics for Handicapped Pupils in Special Education Classes (Neurologically Impaired - Emotionally Handicapped, Emotionally Handicapped - A and B Classes, Neurologically Impaired and/or Severely Physically Handicapped, and the Demonstration Classes for the Teacher Training Institute). Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—123p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Criterion Referenced Tests, Elementary Secondary Education, Emotional Disturbances, Exceptional Child Research, *Handicapped Children, *Individualized Instruction, Language Skills, Mathematics, Neurological Impairments, Physical Disabilities, Program Descriptions, *Program Evaluation, Reading, Severe Disabilities, *Summer Programs
Identifiers—New York (New York)

Evaluated was a summer program in reading and mathematics for handicapped pupils in special education classes designed to maintain and improve these skills through individualized and small group instruction. Initial diagnostic testing using criterion-referenced tests indicated target areas for basic skills instruction, which was implemented through the use of a prescriptive multi-modal teaching method. After retesting, for each of the four components involved–neurologically impaired/emotionally handicapped, emotionally handicapped (A and B classes), neurologically impaired and/or severely physically handicapped, and emotionally handicapped and neurologically impaired (demonstration classes)–it was found, in respective order, that 91%, 77%, 85%, and 78% of the students mastered at least one math objective; and 93%, 78%, 87%, and 61% mastered at least one language objective. Furthermore, the results indicated that in either category the majority of participants could obtain from one to four instructional objectives. (Appended materials include behavioral objectives used and results in tabular form). (Author/IM)

1054 ED 136 482
Miller, Martin B.
Summer Program of Reading and Mathematics for Handicapped Pupils in Special Education Classes: Speech Language Impaired Pupils and Mentally Retarded Pupils. Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—53p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Criterion Referenced Tests, Early Childhood Education, Elementary Secondary Education, Exceptional Child Research, Handicapped Children, *Individualized Instruction, *Language Handicaps, Mathematics, *Mental Retardation, Program Descriptions, *Program Evaluation, Reading, Recreational Programs, Socialization, Special Classes, *Speech Handicaps, *Summer Programs

Evaluated was a summer program of reading and mathematics for handicapped pupils in special education classes consisting of two components: the speech/language impairment component, including 377 students, and the component for mentally retarded pupils, including 315 students. The speech/-language component, designed to improve academic skills through individual or small-group instruction, lacked good definition of the relationship between speech/language improvement concerns and attempts to improve reading skills and did not meet the evaluation objective of mastery of at least one instructional objective by 70% of the pupils. The mental retardation component, largely social-recreational in design, exceeded the evaluation objective of mastery of at least one instructional objective formerly failed by 70% of the pupils, with nearly 88% mastering at least one new objective. However, higher-functioning pupils were restricted due to an insufficiency of range in portions of the training/assessment technique. (Criterion-referenced testing is explained, and results are appended in tabular form.) (Author/IM)

1055 ED 136 483
Siperstein, Gary N.
Supplementary Reading and Mathematics Instructional Skills Program for Handicapped Children. School Year 1974-1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—58p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Individualized Instruction, Mathematics, *Program Descriptions, *Program Evaluation, Reading, Skill Development, Special Programs, *Supplementary Education

Presented is the evaluation of a program designed to improve the skills of 2,700 handicapped students (5-16 years old) in the areas of reading and mathematics, using intensive individual and small group instruction and supplementing the special education academic program. Among findings listed are that brain-injured and physically handicapped children, particularly those in elementary grades, made significant academic gains; and that the program varied according to program site. Among recommendations noted are that receiving schools cooperate with the program teacher and teacher trainer in providing supplementary instruction, that orientation and in-service training for teachers be held throughout the year, and that teachers be provided with a curriculum package. Appended materials include a classroom observation profile and test results in tabular form. (IM)

1056 ED 136 484
Gottlieb, Jay
Supplementary Reading and Mathematics Instructional Skills Program for Handicapped Children (1974-1975). Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Emotional Disturbances, Exceptional Child Research, Handicapped Children, *Individualized Instruction, Mathematics, *Mental Retardation, *Neurological Impairments, Program Descriptions, *Program Evaluation, Reading, Skill Development, *Supplementary Education
Identifiers—New York (New York)

Evaluated was a program designed to provide individualized supplementary instruction in reading and mathematics for two populations of handicapped children–mentally retarded and neurologically impaired-emotionally handicapped in 34 schools in New York City. Among findings were that statistically significant gains were made on both reading and mathematics subtests of the Wide Range Achievement Test, and that problems were of an administrative nature and easily correctable. Recommendations included that teachers be given more latitude in deciding on the children eligible and amount of instruction each pupil would receive, that only experienced teachers be hired, that teacher trainers have a more defined job role, and that physical space allocations be carefully examined. (Test results are appended.) (IM)

1057 ED 136 485
Ramsay, James G.
DSEPPS Supplementary Reading Program for Handicapped Children 1975-76. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—50p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Diagnostic Teaching, *Educational Objectives, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Program Evaluation, *Reading Programs, Remedial Reading, *Research Design, Statistical Data
Identifiers—New York (New York)

Reported is the evaluation of the Division of Special Education and Pupil Personnel Services (DSEPPS) 1975-76 Supplementary Reading Program for Handicapped Children which operated in 43 schools in New York City and served 1,578 children (5-16 years old) through two agencies–the Bureau for the Education of the Physically Handicapped (BEPH) and the Bureau for Children of Retarded Mental Development (CRMD). The reading program is noted to have employed a repeating sequence of diagnosis, prescription, remediation, and evaluation. Among the evaluation objectives listed were statistically significant improvement of Ss in their reading grade level and mastery of eight previously failed instructional objectives in reading. Findings are reported in terms of evaluation objectives, field evaluation check list, discrepancy analysis, and recommendations from the prior year's evaluation. It is concluded that the DSEPPS Reading Program did produce statistically significant improvement in children's reading level; that it was not demonstrated that 70% of any of the groups of children were able to master eight or more instructional objectives from the California Prescriptive Reading Inventory; that for the majority of children, participation in the program resulted in the mastery of instructional objectives which were failed on the pre-test; and that the program coincided with the project proposal. Tables with statistical data are provided; and appended materials are given which include a sample information report form, a data loss form, and a program abstract. (SBH)

1058 ED 136 486
Miller, Martin B.
Mainstreaming-Supportive Educational Services for the Learning Disabled (DSEPPS) 1975-1976. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Exceptional Child Research, *Individualized Instruction, Learning Disabilities, *Mainstreaming, *Neurological Impairments, *Program Evaluation, *Resource Centers, Resource Teachers, Teachers

Evaluated was the program, which followed the resource room model, to provide supplementary individual and small group instruction to 360 mainstreamed children (in grades k-6) diagnosed as neurologically impaired. Aside from providing direct instructional services, program teachers consulted with regular class teachers about problems for students of mutual concern. Evaluation of this program requirement (consultation) showed that the quality of consultation varied as an apparent joint function of program teachers' experience and the extent of support given the program by school administrators in the various centers. Program objectives of significantly improved reading and mathematic skills for participating students were generally achieved. (Author/SBH)

1059 ED 1[illegible]87
Weinstein, Sanford
Diagnostic and Remediation Program to Ameliorate the Reading Disabilities of JHS CRMD Pupils, February-June, 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Diagnosis, Exceptional Child Research, *Individualized Instruction, Intermediate Grades, Junior High Schools, Mental Retardation, *Mild Mental Retardation, *Program Evaluation, *Reading Difficulty, Reading Programs, *Remedial Reading, *Success, Teaching Methods
Identifiers—New York (New York)

Evaluated was a project designed to provide a supplementary individualized reading remediation program for 1,221 educable mentally retarded students (12-16 years old) from 41 intermediate or junior high schools in New York City. The project goal was to diagnose the reading disabilities of the students, raise their level of reading proficiency, and ameliorate their reading disabilities. Teaching methods included one-to-one and small group instruction, and the use of multisensory instructional materials and equipment. Using pre- and post-test evaluation, it was determined that student participants in the program succeeded in raising their levels significantly beyond the level anticipated had they not participated. It was also found that diagnostic procedures were universally applied and utilized. And fianlly, it was found that delays in funding shortened the treatment period, and that difficulties in hiring prevented much contribution by psychological support personnel to the success of the program. The aspects of the program which were observed to account for the highly positive results were the individually tailored remediative efforts made possible by small group and one-to-one instruction, and the skill with which teachers executed both diagnostic and remediative tasks. (Author/SBH)

1060 ED 136 488
Ellis, Ronald S.
Summer Pre-Placement Program for Severely Multihandicapped Blind Children. Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Children, Communication Skills, Exceptional Child Research, *Individualized Programs, Mobility, *Multiple Disabilities, *Parent Participation, Perceptual Development, *Program Evaluation, Psychomotor Skills, *Rehabilitation Programs, *Severe Disabilities, Social Development, Summer Programs, Young Children
Identifiers—Personal Independence

Evaluated was the Summer Pre-Placement Program for Severely Multihandicapped Blind Children, designed to provide individualized programs for improving the performance of 16 children (4-11 years old) in the following areas–communication skills, vision training, psychomotor and perceptual training, social development, ambulation, self-dependence, self-awareness, and awareness of others. Objectives of the evaluation were to determine if the performance of a majority of students improved across all items at least one scale point in the areas mentioned above, and to determine if parents were involved in the educational and emotional needs of the children and the rehabilitation methods employed. Findings showed that although the project's first objective was not met, no child decreased in terms of the areas under consideration and parents were involved in the program. (Appended are the rating scale, a sample interview schedule, responses to telephone interviews, observation report forms, and a daily schedule.) (SBH)

1061 ED 136 489
Ellis, Ronald S.
Summer Education Program for Neurologically and Physically Handicapped Children. Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—35p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Daily Living Skills, Elementary Secondary Education, Exceptional Child Research, Learning Disabilities, Motor Development, *Neurological Impairments, *Parent Participation, *Physical Disabilities, *Program Evaluation, *Rehabilitation Programs, Social Development, *Summer Programs, Swimming

Evaluated was the Summer Education Program for Neurologically and Physically Handicapped Children, designed to improve the performance of 145 children (6-16 years old) in the following areas-gross motor skills, swimming, fine motor skills, socialization with nonhandicapped peers, and independent daily living skills. The program included the following activities: pool hydrotherapy and swimming instruction, physical and occupational therapy, reading and mathematics instruction, arts and crafts, music, instruction in game skills, field day competition, and encouragement of parents to assist and participate in the program. Findings indicated that the program met its objectives of demonstrating a statistically significant improvement of its participants in program skill areas; and that the program as implemented coincided with the program as described in the proposal. (Appended materials include sample observation report forms, the rating scale, a schedule of daily activities, a sample parent questionnaire, and the program abstract.) (SBH)

1062 ED 136 490
Hollinshead, Merrill T.
Pre-School Program for Emotionally Disturbed, Language and Perceptually Impaired Children (Title VI) Evaluation Period (December 1974-June 1975). Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Emotional Disturbances, Exceptional Child Research, *Identification, *Intervention, Language Acquisition, *Learning Disabilities, Perceptual Motor Coordination, Preschool Education, *Program Evaluation, *Remedial Programs, Social Adjustment, Speech Improvement

Evaluated was a program designed to make an early diagnosis of the emotional problems and learning disabilities of 40 preschool children, and to furnish educational interventions so that these problems might be ameliorated before the children enter formal schooling. The program centered around speech and language, perceptual-motor activities, and adjustment to peers and adults. Evaluation objectives focused on assessment of improvement of 50% of the participants in areas of language, perceptual-motor development, social and emotional behavior, and attitudes toward and relationships with adults in the educational setting. Pre- and post-test data revealed that statistically significant differences in the direction of gains and improvement were obtained. There was also close agreement between staff members that over 75% of the children had improved moderately or markedly in attitudes toward and relationships with adults. (Among appended materials are statistical data and a sample form used to collect ratings of improvement.) (SBH)

1063 ED 136 491
Berger, Barbara
Teacher Training and Program Development in Motor Education for Handicapped Children in New York City Elementary Schools. September 1974-June 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Inservice Teacher Education, Mainstreaming, *Parent Education, *Perceptual Motor Coordination, *Program Evaluation, *Sensory Training
Identifiers—New York (New York)

Evaluated was a program designed to improve the perceptual, motor/sensory skills of 1,002 handicapped children (5-21 years old) in New York City schools. Program components included motor education training for students, inservice training of classroom teachers and periodic teacher workshops, and parent education through workshops and specially designed training materials. Findings showed that students made significant gains in motor skills as a result of training; that a positive training effect was also evident for classroom teachers; and that the program proved to have a comparable positive impact on parents as well. Recommendations were made that services be enlarged to include additional classes of learning disabled and blind students; and that the scope of teacher training be expanded. (Appended materials include sample data report forms; and copies of the Motor Proficiency Screening Test, the teacher questionnaire, and the parent questionnaire.) (SBH)

1064 ED 136 595
Augmenting Reading Skills through Language Learning Transfer.
Indianapolis Public Schools, Ind.
Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 66
Note—542p.; For related document, see Ed 135 218 ; Best Copy Available
Pub Type— Reports - Research (143)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—Audiovisual Aids, Class Activities, Classical Languages, Classical Literature, Cultural Education, Curriculum Development, Educational Games, Elementary Education, *English, English Instruction, Fables, *Fles, Instructional Materials, Intermediate Grades, Language Instruction, Language Role, Language Skills, Language Tests, *Latin, Latin Literature, Mythology, Reading Comprehension, *Reading Skills, *Second Language Learning, Semantics, Spelling, Teacher Developed Materials, Teaching Methods, *Vocabulary, Word Recognition
Identifiers—Elementary Secondary Education Act Title III

This document is the syllabus of a Latin course developed by the Indianapolis Public Schools for elementary school children, based on the Latin FLES materials of the Philadelphia Public Schools. The program is based on the theory that the study of a second language will increase the student's understanding and control of his native tongue. The general objectives of the program are to assess whether the study of Latin and classical civilization will expand the verbal functioning of sixth grade children in English, broaden their cultural horizons through a contrastive study of the past, and stimulate an interest in humanities through this innovative approach. This packet of materials contains daily lesson plans, each developed for a thirty minute class, corresponding to each individual unit. Most lesson plans begin with some form of Latin and oral drill, progress to the introduction of the English target words, and follow with concentrated drill of these words. Lessons are often concluded with a short game or a passive exercise. (Author/CFM)

1065 ED 137 389
Impact and Operational Features of Programs Designed to Modify Disruptive Behavior in the Dade County Public Schools, 1975-76.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date—Oct 76
Note—77p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Behavior Change, *Behavior Problems, Counseling Services, Discipline Problems, Educational Programs, High School Students, Junior High Schools, Junior High School Students, *Nontraditional Education, Program Effectiveness, *Program Evaluation, *Secondary Education, Student Behavior
Identifiers—*Dade County Public Schools FL, Florida (Dade County)

The study discussed in this report is intended to describe the operation of two of Dade County, Florida Public Schools programs to modify the behavior of its disruptive students, the Alternative School (excluding the COPE centers) program and the School Centers for Special Instruction. Additionally, data on the impact of the alternative school program on student behavior is presented. Finally, a descriptive profile of the offenses and corrective responses made in the cases of approximately 1,300 recently suspended secondary students is presented. (Author/MV)

1066 ED 142 703

Evaluation of Personalized, Individualized, Vocational Occupations Training. Final Report.

Philadelphia School District, Pa

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—498AH50297

Pub Date—Mar 77

Grant—G007500452

Note—85p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Audiovisual Instruction, Bilingual Students, Comparative Analysis, *Conventional Instruction, Criterion Referenced Tests, *Curriculum Evaluation, Curriculum Research, *Educational Environment, Experimental Groups, High Schools, *Individualized Instruction, *Job Skills, Mild Mental Retardation, Regional Schools, Secondary Education, Spanish Speaking, *Vocational Education, Vocational Schools, Vocational Training Centers

Identifiers—Pennsylvania (Philadelphia)

A study was conducted to determine whether or not the Personalized, Individualized, Vocational Occupations Training (PIVOT) materials developed by the School District of Philadelphia were capable of developing entry-level competency in secondary school students in a variety of educational settings (comprehensive high schools, an occupational school for educable mentally retarded, a skills center, and an area vocational-technical school) and subject areas (nurse's aide, industrial electricity, automotive mechanics, and machine tool trades). Experimental classes, using the PIVOT materials, were taught by means of individual sound-on-slide projectors, while control classes were taught the same material by conventional methods. Comparison of rates of success on a criterion task in each subject area proved the PIVOT method capable of developing entry-level competency in each setting. No significant differences were detected however between effects of the PIVOT materials and conventional methods except for educable mentally retarded students, who learned significantly better with the PIVOT materials. Repetition of the experiment with larger groups of students is recommended. Appendixes, which comprise three-fourths of the document, include lists of PIVOT units, the criterion tasks and checklists for units used in the research, the rating form for individual slides and definitions of possible defects, samples of printed materials used with the PIVOT units, and the research questionnaires. (Author/BM)

1067 ED 142 777

Career Education Resource Units. Grade: 1.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Note—99p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 1, Integrated Curriculum, *Learning Activities, Primary Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study

The units contained in the guide are intended primarily as resource materials to assist grade 1 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Twelve units relate to social studies and are titled Beginning Map Skills, The Community Newspaper, Environmental Control, Hospitality and Recreational Services, I Need My Family-My Family Needs Me, I Need My Neighbor-My Neighbor Needs Me, I Need My School-My School Needs Me, Loco-Global Communication and Transportation, Me, Our Parents As Community Helpers, The School Community, and Self-Awareness. Four science-related units are also included: Careers in Marine Occupations, Environmental Control, Let's Go to the Zoo, and Nutrition. Each unit contains the following. An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1068 ED 142 778

Career Education Resource Units: Grade 2.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Note—155p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 2, Integrated Curriculum, *Learning Activities, Primary Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study

The units contained in this guide are intended primarily as resource materials to assist grade 2 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Eighteen units relate to social studies and are titled Airport, Career Awareness, Community Helpers, Environmental Control, Factories, Getting Ready to Take a Trip, Health and Safety, Hospitality and Recreational Services, How People Help Me in the Community, How We Get There, India, Japan, Jobs Our Parents Do, Local and Global Communication and Transportation, Main Street-U.S.A., Places to Stay and Eat, "Ride 'Em Cowboy!", and Transportation and Communication. Four science-related units are also included and cover space exploration, dental care, marine occupations, and nutrition. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1069 ED 142 779

Career Education Resource Units: Grade 3.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—181p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Elementary School Mathematics, Grade 3, Integrated Curriculum, Language Arts, *Learning Activities, Map Skills, Natural Resources, Primary Education, Recreation, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Tourism, Transportation, Unit Plan, *Units of Study

Identifiers—Delaware

The units contained in this guide are intended primarily as resource materials to assist grade 3 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. There are 2 units relating to language arts (covering letterwriting and newspapers), 21 units relating to social studies (covering self-awareness, the community, the school, transportation, the environment, and the family), 6 science-related units (covering marine occupations, conservation, electricity, nutrition, photography, and water), and 1 unit relating to mathematics (money). Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. (TA)

1070 ED 142 780

Career Education Resource Units: Grades 4.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—224p.; For related documents see ED 122 041 and CE 011 889-896. Several pages may not reproduce well due to faint type

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Geography, Grade 4, Integrated Curriculum, Intermediate Grades, *Learning Activities, Map Skills, Nutrition, Recreation, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Tourism, Transportation, Unit Plan, *Units of Study

Identifiers—Delaware

The units contained in this guide are intended primarily as resource materials to assist grade 4 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Fourteen units relate to social studies and cover map skills, regions of the United States (plains, mountain, coastal, and desert), careers in Delaware, the clothing industry, hospitality and recreational services, and communication and transportation. Six science-related units cover nutrition (two units), natural resources, environment, sound, and marine occupations. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1071 ED 142 781

Career Education Resources Unit: Grade 5.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 76

Note—209p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*American History, Behavioral Objectives, Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 5, Industry, Integrated Curriculum, Intermediate Grades, Language Arts, *Learning Activities, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study

Identifiers—United States

The units contained in this guide are intended primarily as resource materials to assist grade 5 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. There is 1 unit relating to language arts (listening skills), 19 units which relate to social studies (with emphasis on the development of the United States as a nation and covering the areas of student self-awareness, the community, industry, the school, transportation, the environment, and the family), and 5 science-related units (physics, environmental control, biology, marine occupations, and nutrition). Each unit contains the following: An overview, content outline, unit objectives, and unit description (which provides criterion referenced objectives, learning activities, and a list of materials). Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1072 ED 142 782

Career Education Resource Units: Grade: Special Programs.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Note—138p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary Education, Elementary School Curriculum, *Fine Arts, Humanities, Individual Development, Integrated Curriculum, *Learning Activities, Learning Laboratories, Physical Education, Primary Education, *Resource Centers, Resource Materials, Resource Units, Self Concept, Special Education, Teacher Developed Materials, Unit Plan, Vocational Education

The units contained in this guide are intended primarily as resource materials to assist elementary school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. The units are designed to be appropriate for multigrade activities, from kindergarten through grade 5. There are 21 units relating to the fine arts (art, music, theater), 7 units relating to physical education, 4 units relating to special education (listening and speaking skills, personal health, self-awareness, and the resource classroom as a laboratory in vocational training), and 9 units relating to career centers. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1073 ED 142 783

Career Education Resource Units. Middle School: Vol. I.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—218p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Elementary School Mathematics, Fine Arts, Humanities, Integrated Curriculum, Intermediate Grades, Language Arts, *Learning Activities, Middle Schools, Occupational Clusters, Physical Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Teacher Developed Materials, Unit Plan, *Units of Study, Vocational Education

The units contained in this guide are intended primarily as resource materials to assist middle school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for middle school career awareness. There are 8 units relating to mathematics, 9 science-related units, 19 units relating to social studies, 2 units relating to language arts, and 1 unit relating to health and physical education. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. Units are listed according to career clusters, and a list of unit authors and their schools concludes the guide. (TA)

1074 ED 142 784

Career Education Resource Units. Middle School: Vol. II.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—286p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Elementary School Mathematics, Fine Arts, Health Education, Home Economics, Humanities, Integrated Curriculum, Intermediate Grades, *Language Arts, *Learning Activities, Middle Schools, Occupational Clusters, Physical Education, Practical Arts, Recreational Activities, Resource Materials, Resource Units, Science Curriculum, Self Concept, *Skill Development, *Social Studies, Teacher Developed Materials, Unit Plan, *Units of Study, Vocational Education, Vocational Interests

The units contained in this guide are intended primarily as resource materials to assist middle school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for middle school career awareness. There are 5 units relating to mathematics, 1 science-related unit, 9 units relating to social studies, 17 units relating to language arts, 12 units relating to health and physical education, 13 units relating to the fine arts, 10 units relating to the practical arts, 9 units relating to home economics, and 7 units relating to leisure activities. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. Units are listed according to career clusters, and a list of unit authors and their schools concludes the guide. (TA)

1075 ED 143 435

Lukshus, Anne M.

Follow Through Pupil Absence Rates in Philadelphia, 1974-1975. Report No. 7701.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Grant—OEG-G-007502171

Note—63p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 461-462

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attendance, *Attendance Patterns, Attendance Records, Comparative Analysis, *Compensatory Education, *Demonstration Programs, *Early Childhood Education, Early Experience, Program Evaluation, Truancy

Identifiers—Pennsylvania (Philadelphia), *Project Follow Through

Absence data from the Follow Through program in 18 Philadelphia public schools over the 1974-75 school year are presented according to grade, model and total program. The report, covering grades K-3, examines both overall absence patterns and differences in absence patterns of pupils with and without previous Head Start or equivalent experience. From a frequency distribution of data obtained, six absence intervals were established, ranging from no absences to more than 75. The six intervals were recorded for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS). Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models, the difference between HS and NHS pupil absenteeism was notable, frequently 20 or more percentage points in favor of the HS group. HS pupil attendance rates were significantly better than NHS rates of all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models. Model programs were: EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent. Tables and graphs comprise approximately half of this report. (Author/BF)

1076 ED 143 436

Lukshus, Anne M.

Continuance and Transience Among Teachers and Pupils in the Follow Through Program in Philadelphia, 1971-1975. Report No. 7709.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Grant—OEG-G-007502171

Note—51p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 460, PS 009 462

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Compensatory Education, *Demonstration Programs, *Early Childhood Education, *Faculty Mobility, Program Evaluation, *School Holding Power, *Student Mobility, Student Teacher Relationship

Identifiers—Pennsylvania (Philadelphia), *Project Follow Through

This report on Follow Through teacher and pupil retention in 18 Philadelphia public schools presents continuance-transience data for the school years 1971-72 through 1974-75. Data are summarized by program model and by total program, with teacher numbers and percentages for each model aggregated by grade (K-3) as well. There were 350 teachers assigned to the Follow Through program during the four-year span who remained at least five months in each year after assignment; of these, 59% continued through 1974-75. Of the 7,936 pupils entering the program during the four years and remaining at least five months in their initial year, 64% continued through 1974-75. Pupils with Head Start or equivalent experience continued in the program at a significantly higher rate than non-Head Start children, in both total program and individual models. Of the seven program models–EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent—the Philadelphia Process model had the highest teacher-retention rate (73%), while the Florida Parent model showed most teacher mobility (46%). Highest continuance rates for all pupils were consistently found in the Bank Street model, with the Florida Parent and Bilingual models showing most pupil mobility. It was concluded that (1) the teacher retention rate is sufficiently high to ensure continuity of treatment, and (2) pupils remain in the program over a sufficient amount of time to receive its planned benefits. (Author/BF)

1077 ED 143 700

Title I ESEA Projects: Digest of Annual Evaluations. Supplementary Edition 1976-77. Report No. 77131.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Mar 77
Note—65p.; For related documents, see ED 113 384, 115 678 and 137 366
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Abstracts, Annual Reports, *Compensatory Education, Disadvantaged Youth, Elementary Secondary Education, *Program Evaluation, *School Districts
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

This digest provides a historical summary of the key findings reported in the annual evaluations of each of the Philadelphia, Pennsylvania school district's Title I, Elementary and Secondary Education Act projects since 1975. The 1976-1977 management information, the 1975-1976 key findings, and the preliminary findings for 1976-1977 are presented. Title I projects evaluated here include Affective Education, Benchmark, Bilingual Education, Comprehensive Mathematics Project, Comprehensive Reading Project, Computer Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, Episcopal Academy Summer Enrichment, English As A Second Language-Readiness, English to Speakers of Other Languages, Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Meet the Artist, Motivation, Multimedia Center, Out-of-School Sequenced Science Experiences, School-Community Coordinator, Speech and Hearing, Summer Special Education, Walnut Center, Young Audiences, and Elementary Mathematics Classroom Aides. Note: Those interested in key findings prior to 1975 are referred to the Index Volume, Title I ESEA Projects: Digest of Annual Evaluations 1965-76. Report No. 7681 (ED 113 385). (MV)

1078 ED 143 713

Meyer, Jeanie Keeny; Levine, Daniel U.
Concentrated Poverty and Reading Achievement in Five Big Cities.
Pub Date—8 Apr 77
Note—44p.; Paper presented at the Annual Meeting of the Educational Research Association (New York, N.Y., April 4-8, 1977) ; Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Gains, *Elementary Education, *Ethnicity, *Low Achievement, Low Income Groups, Neighborhoods, Racial Factors, *Reading Achievement, *Urban Schools
Identifiers—Illinois (Chicago), Missouri (Kansas City), Missouri (Saint Louis), Ohio (Cincinnati), Ohio (Cleveland)

This study attempted to determine whether better predictions of school-level achievement scores than have been reported for big city school districts could be attained by determining whether concentrations of poverty and related social characteristics are related to achievement in such a way as to make it possible to identify specific threshold points below which urban schools are not functioning effectively. Data on school-level reading achievement were obtained from five big city school districts: Chicago, Illinois; Cleveland and Cincinnati, Ohio; and Kansas City and St. Louis, Missouri. For each city, data were obtained and coded for all elementary schools which included at least grades three through six and which reported achievement scores for most of the years included in the data set available in that city. Major findings were: (1) reading levels for elementary schools in the cities included in the sample are highly predictable based on knowledge of neighborhood characteristics excluding measures of race and ethnicity, (2) in general, the best predictor variables for a given city are relatively stable from year to year and across achievement measures, (3) neighborhood characteristics which best account for achievement differences among the schools in this study denote differing aspects of social status and urban organization, and (4) relationships found between neighborhood predictors and elementary school achievement indicate that concentrations of poverty and related characteristics such as high family disorganization and high population density are associated with low achievement in the public schools. (Author/AM)

1079 ED 143 785

Career Education Instructional System. Final Report.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—V0001VW
Pub Date—Mar 77
Grant—OEG-0-74-0955
Note—190p.; For a related document see ED 117 560 ; Best copy available
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Career Awareness, *Career Education, Community Involvement, Curriculum Development, Educational Objectives, Elementary Secondary Education, Fused Curriculum, *Guidance Programs, Information Dissemination, Models, Program Descriptions, *Program Development, Program Evaluation, Resource Materials, Resource Units, School Districts
Identifiers—Delaware, Delaware (Newark)

Designed to complement and enrich the existing career education program in the Newark (Delaware) School District, the project reported here was an effort to develop a model that was easily transportable and could be implemented with minimal funding. Objectives were to comprehensively define the existing K-12 career education program in the Newark (Delaware) School District, provide for significant increase in community involvement, identify program gaps to be addressed, define implementation procedures, and develop and identify instructional resources and materials to support classroom activities. The body of the report (26 pages) describes goals and objectives of the project, provides general information, district perspective, curriculum development, orientation, and results and accomplishments of the community, guidance, curriculum, and dissemination components of the project. The following appendixes make up the remainder of the report: Newark School District K-12 Model for Career Education and Goals and Recommendations for Implementation of Career Education K-12 (32 pages); Student/Teacher Participation by Grade and School Year; Educational Resources Association (ERA) Descriptive Materials; Career Education Advisory Council; Guidance Development Plan, Guidance Development Component Sample Materials, and Format Guidelines for Curriculum Development. (TA)

1080 ED 143 879

Enoch, Lloyd W.
A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.
Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—31 May 77
Note—45p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Assessment, Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, Followup Studies, Graduate Surveys, *High School Graduates, Postsecondary Education, *Program Attitudes, Program Content, *Program Effectiveness, Program Evaluation, Relevance (Education), Secondary Education, Summative Evaluation, *Vocational Education, *Vocational Followup
Identifiers—Virginia, *Virginia (Roanoke)

In a follow-up study of secondary school students who completed vocational education programs in the Roanoke City Public Schools during the 1975-76 school year, students and their employers were asked to rate the effectiveness of the vocational instructional programs in relation to twelve aspects of employment. Questionnaires were sent to 381 students and 59 employers; 51% of the students and 68% of the employers responded. Findings were that 59% of the students employed were full-time employees in fields directly related to their secondary studies, and 70% of the students rated the vocational education instructional program above average. A highlight of the findings was that 31% of the vocational education graduates were now enrolled full time (6% part-time) in postsecondary programs, with 59% of them enrolled in programs directly related to their secondary vocational education studies. Seventy-seven percent of the employers rated the vocational education instructional program above average. A long-range (five-year) study is recommended using the present study as a basic building block. (Author/BL)

1081 ED 144 167

Andes, John; Paterson, John J.
A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts.
Pub Date—Apr 77
Note—16p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, N.Y., April 4-8, 1977); Not available in hard copy due to marginal legibility of original document
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Decentralization, Educational Change, Elementary Secondary Education, *National Surveys, *Organizational Change, *Prediction, Research Methodology, School Community Relationship, *School Districts, Tables (Data)
Identifiers—*Delphi Technique

This paper describes a follow-up study that was made to assess the accuracy of Delphi forecasts produced as part of a 1970 study on changes in the organizational structure of large school districts. The 1970 study examined the organizational models of 82 of the largest U.S. school districts, based on data gathered from superintendents of the districts and from chief state school officers. As part of that study, the Delphi technique was used to project organizational changes that were expected to occur in the study districts by 1974. The follow-up study surveyed the superintendents of the 82 study districts to learn which, if any, of the predicted changes have occurred. Findings of the follow-up study show that all of the organizational changes forecast to occur by 1974 have occurred, and that no changes forecast to occur after 1978 have occurred. (Author/JG)

1082 ED 144 182

Alston, Herbert L.
Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3).
Houston Independent School District, Tex.
Pub Date—15 Jul 77
Note—37p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*English (Second Language), *Models, *Needs Assessment, Program Descriptions, *Research Methodology, Sampling, Spanish Speaking, Statistical Analysis, *Tables (Data)
Identifiers—*Educational Needs Projection Model, Houston Independent School District TX

This publication discusses the development and use of an Educational Needs Projection (ENP) model designed to estimate the number of students "who have difficulty with instruction in English" in the Houston Independent School District. Unlike a state-mandated program that requires teachers and counselors to identify Limited English-Speaking Ability (LESA) students, the ENP model estimates the number of LESA students from questionnaires completed by a stratified random sample of students' parents. The author describes the sampling procedure, rate of questionnaire return, confidence limits, and planning use of the ENP model and presents a number of statistical tables containing data from a survey that used the ENP model to estimate the number of LESA students in grades 1-3. Also included are tabies that present data on LESA students based on teachers' and counselors' evaluations. (JG)

1083 ED 144 328

PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.

Colorado Springs Public Schools, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[74]

Note—75p.; Best copy available

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Demonstration Programs, *Diagnostic Teaching, Elementary Secondary Education, Inservice Teacher Education, Learning Disabilities, Mainstreaming, Parent Participation, Program Descriptions, *Program Evaluation, Program Guides, *Reading Difficulty, Records (Forms), Remedial Programs, *Self Concept, Special Classes, *Student Evaluation, *Student Placement

Identifiers—*Project PARADE

Provided is the replication manual for the PARADE (Projects Advancing Reading Achievement and Developing Ego-Strength) project, a program designed to identify and diagnose reading problems in elementary and secondary level students entering a new school, provide an intensive program of prescriptive training, and aid the child in development of self concept. Brief sections cover background information; procedures for initial screening, individual analysis of learning abilities, placement (in regular or special classes), and prescriptive training; evaluation findings regarding seven project objectives; cost information, and a list of materials used during each program step. Noted among the PARADE activities are parent consultations, use of volunteer teacher aides, and inservice programs for regular classroom teachers. Appendixes, which make up the bulk of the document, include the following: a manual evaluation form, the PARADE Learner Self Concept Inventory, outline of units for Self Concept Group Sessions; PARADE forms for parent ratings, parent information and permission, student records, student referral, and parent program evaluation, an outline of sequential reading skills, and PARADE statistical evaluation data. Also provided is a PARADE guide for planning a diagnostic reading center. (SBH)

1084 ED 144 705

A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study).

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.; Texas Technological Coll., Lubbock.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—Jun 77

Grant—GOO-7507036

Note—39p.; For related document, see ED 129 423

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Students, *Demonstration Programs, Disadvantaged Youth, *Early Childhood Education, English (Second Language), Home Visits, Individual Development, *Intervention, Language Acquisition, Mexican Americans, Preschool Education, Primary Education, *Program Evaluation, Program Validation, Reading Achievement, School Readiness, *Spanish Speaking

Identifiers—*New Mexico

This report presents the results of an external evaluation of a model bilingual program for nursery school through third grade students in the municipal schools of Clovis and Portales, New Mexico. The project is divided into three programs–nursery school, kindergarten, and grades 1-3–designed to reach children with limited English-speaking ability from low-income families. Bilingual and bicultural materials were used to promote development of affective, cognitive, and psychomotor skills. This evaluation, which focused on stduent achievement in language development, reading and math skills, utilized a pre- and post-test design. Among the major findings: (1) Nursery school students made significant gains in language development (English and Spanish) and school readiness and indicated a positive growth in self-concept and personal development; (2) Kindergarten students made significant gains in language development (English and Spanish), school readiness and basic skills, (3) For Grades 1-3, significant differences between control and treatment students were found only for second grade Spanish and first grade reading achievement. These differences were in favor of the treatment group. An appendix to the report describes the instruments used in the evaluation. (Author/BD)

1085 ED 144 987

Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Mar 76

Note—126p.; For related document, see ED 113 385

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Annual Reports, Basic Skills, *Compensatory Education, Computer Assisted Instruction, Counseling Services, Creative Dramatics, Disadvantaged Youth, Elementary School Science, Elementary Secondary Education, English (Second Language), Evaluation Methods, *Federal Programs, Mathematics, *Program Evaluation, Reading Instruction, Summer Programs, World Affairs

Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

The major portion of this digest consists of brief descriptions of currently funded Elementary and Secondary Education Act, Title I projects in the Philadelphia, Pennsylvania public school system, from 1965 through 1976. Each description includes four sections: management information, project description, evaluation techniques and major findings on a year-by-year basis through January 1976. Preliminary findings are offered for the 1975-1976 school year. A list of 41 projects no longer funded under Title I appears in the Appendix. (MV)

1086 ED 145 044

School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—May 77

Note—25p.; For related documents see UD 017 402-418 and UD 017 447-452

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation

Identifiers—*Minnesota (Minneapolis)

The desegregation of the Minneapolis, Minnesota schools was initiated in 1972, although the process leading to desegregation actually began in 1967 when the board of education adopted its first human relations guidelines and announced a voluntary urban transfer program. In 1970 the state of Minnesota issued desegregation guidelines which set a 30% ceiling on minority student enrollments. In April 1971, 17 Minneapolis schools were found out of compliance with state guidelines, and the state ordered the district to develop a desegregation plan. The 1972 plan has now been virtually completed but the court continues to retain jurisdiction and to require periodic adjustments in the plan to bring the shifting student population of each school into compliance with the court ordered ceilings on minority enrollment. The plan called for the coordination of the new building program with such activities as the institution of a number of new educational alternatives in the school curriculum, school pairings, implementation of the middle school concept, busing, magnet programs to attract whites into communities with high minority populations, clustered schools, and preparatory as well as ongoing programs for dealing with the social and psychological aspects of desegregation. The plan has, in a number of instances, achieved its goal of physical redistribution of students so that no school has more than 42% minority enrollment. The plan has overlooked the possibility that all white or nearly all white schools constitute a segregated situation. (Author/AM)

1087 ED 145 049

School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—Jun 77

Note—25p.; For related documents see UD 017 402-418 and UD 017 447-452

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation

Identifiers—*Arkansas (Little Rock)

Desegregation efforts in Little Rock span 19 years. Extensive and involved efforts have been carried out by the courts, the school board, national interest groups, and the citizens of Little Rock to achieve the goal of a unitary public school system. Instead of a comprehensive approach to desegregation, a variety of conflicting plans were introduced after the initial court decision. Some were rejected, and those accepted led to desegregation by segments or grades. This piecemeal desegregation was the strategy followed until the acceptance of a more comprehensive approach in 1973. At that time, the school district and the minority community agreed to work together toward bringing about complete desegregation of the schools. The black community feels that throughout desegregation it has borne the largest share of the burden, for example, all black rather than all white schools were closed. White flight in the late 1960's has increased the degree of residential segregation in the city. Black administrators and teachers continue to complain that they receive unequal treatment and opportunity. Despite the many conflicting opinions surrounding school desegregation in Little Rock, both the school administration and the various community organizations exercised positive leadership in bringing about desegregation. (Author/AM)

1088 ED 145 050

School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—Jun 77

Note—25p.; For related documents see UD 017 402-418 and UD 017 447-452

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, Community Attitudes, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Integration Readiness, *Integration Studies, Parent Attitudes, Racial Relations, *School Desegregation, *School Resegregation

Identifiers—Tennessee (Davidson County), *Tennessee (Nashville)

The original action seeking school desegregation in Nashvill-Davidson, Tennessee was filed in court in 1955. The initial action had little immediate impact and efforts in the next decade were slow and minimal. In 1971 Plan A, the Department of Health, Education and Welfare (HEW) Plan, was implemented. This incorporated geographic zone changes, clustering, pairing, and grade restructuring. The plan further stipulated that no school in the system would be more than 44% black. Overall opposition to desegregation was relatively high and opponents were supported in their opposition by the metro council and other political leaders. The metro council voted funds to fight the lawsuit and later withheld funds that were necessary to successfully implement the busing phase of the plan. Since court ordered desegregation went into effect, several phenomena have resulted. Seven inner city schools have been closed, portable classrooms abound in the suburbs, black enrollment has remained stable, and white enrollment has decreased. Today, in the fifth year of the plan, there are about 24 schools in which the black enrollment ranges from over 50% to almost 95%. Resegregation seems to be occurring. This is due to the fact that the court ordered plan only rezoned two thirds of the county's schools. Only enough white schools were included to break down the racial identity of the inner city. On the positive side, Nashville's desegregation plan did not cost black administrators their jobs as has happened in other cities. (Author/AM)

1089 ED 145 051
School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—Aug 77
Note—32p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Black Students, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, Elementary Education, *Integration Readiness, *Integration Studies, Junior High Schools, Racial Relations, *School Desegregation
Identifiers—*California (Berkeley)

Efforts to desegregate the public schools in Berkeley, California began in 1957 when a committee was appointed to study the problems of desegregation. In 1963, the board voted to desegregate the junior high schools and to study methods for desegregating the elementary schools. The 1968 elementary desegregation plan was complex. To desegregate the elementary schools the district was divided into 4 zones, each zone containing a cross section of the community with approximately equal rations of students. The zoning was also designed to contain equal representations of socioeconomic groups. The elementary school desegregation plan did not call for busing merely on the basis of race. Distance from school and the grade level were also determining factors. The physical aspects of desegregation were implemented with relative ease. There were few complaints about racial violence in the schools during implementation. However, disruptions along racial lines have been a constant problem at the grade seven and eight school which had been predominantly white. Achievement scores have improved for minority as well as majority students; however, disparities continue to exist among the different racial and ethnic groups. The Berkeley school system hired a number of minorities, particularly for important administrative positions; however, minorities still remain underrepresented in the system's school staff. (Author/AM)

1090 ED 145 053
School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—Jun 77
Note—33p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation
Identifiers—*Illinois (Peoria)

In 1966 when initial planning for desegregation in Peoria, Illinois began, minority students were concentrated in 9 of Peoria's 39 schools. Twenty of the city's schools had white enrollments of more than 98%, indicating the most minimal percentage of minority students in more than half the city's schools. Four schools were totally white. The desegregation plan implemented in 1968 called for the realignment of school boundaries, the use of the middle school concept, a building program for new schools, one way busing, desegregation training and preparation programs for teachers and staff, increasing efforts to hire minorities, and improvement of the curriculum through use of multiracial materials. Community leaders in the city including school board members, business leaders, school administrators, civil rights leaders, and, to a limited extent, teachers, parents, political leaders, and the religious community gave early support to desegregation.

The plan has failed to live up to the expectations of many community leaders. It has failed to eliminate segregation from the district's schools, it has failed to reduce the growing gap between minority faculty employment and minority student enrollment, and it has failed to initiate the middle school program which was designed to bring about desegregation as well as improved educational quality. (Author/AM)

1091 ED 145 054
School Desegregation in Tulsa, Oklahoma.
Commission on Civil Rights, Washington, D.C.
Pub Date—Aug 77
Note—131p.; For related documents see UD 017 402-418 and UD 017 447-452; Appendix may be marginally legible due to small print
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation
Identifiers—*Oklahoma (Tulsa)

Up until 1954 all Tulsa schools were totally segregated by race. In the fall of 1955, school attendance zones in Tulsa were redrawn, utilizing the neighborhood school concept but without regard to race, color, religion, or national origin. The new zones placed some black children in previously all white schools, and some white children in previously all black schools. This realigning of attendance zones, however, was negated by the school board's policy of allowing any student to transfer from a school in which his or her race was minority to a school where his or her race was a majority upon the request of the parents. In May of 1965 the Tulsa public schools' plan for desegregation was submitted to the U.S. Commissioner of Education. Since then, although this school district has made progress in bringing about school desegregation, much remains to be done. School enrollment statistics for the 1975-76 school year indicate that many schools are still segregated. By choosing to define an integrated school as one having not more than 90% enrollment of a single race, the Tulsa district has not presented an accurate picture on the status of school desegregation. White flight from this district to surrounding suburban districts is a major problem. The affirmative program, instituted by the school district has not been carried through. Furthermore, the burden of busing has fallen on the black community. On the positive side, the magnet school plan has been extremely successful. (Author/AM)

1092 ED 145 056
School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—Feb 77
Note—26p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Black Students, Community Attitudes, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, High Schools, *Integration Readiness, *Integration Studies, Mexican Americans, Racial Relations, *School Desegregation, Secondary Education
Identifiers—*Colorado (Colorado Springs)

The opening of this district's fourth high school in 1970, which necessitated a redrawing of boundaries with a resulting redistribution of students, provided the opportunity for the Colorado Springs, Colorado school district to correct racial and ethnic imbalances in the district's high schools. Parents, teachers, students, and representatives from all segments of the community were involved in the development of the plan. This resulted in good communication between the school system and the public and in a high degree of support for the new program. Strong leadership was provided by the school superintendent. Most objections were raised by white and minority parents whose children were dislocated from schools they formerly attended. There was never a significant degree of organized opposition and much of the original dissension dissipated. Most of those interviewed believed that desegregation has resulted in improved relations between white and minority students and that increased educational opportunities have been provided for all students. Virtually all persons interviewed felt that desegregation of the high schools has been implemented with a high degree of success and that it has been beneficial to all. The biggest single problem that remains is that of the "self-isolation" of many minority students. (Author/AM)

1093 ED 145 059
School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—May 77
Note—28p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Black Attitudes, Black Students, Bus Transportation, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Parent Attitudes, Racial Relations, *School Desegregation
Identifiers—*Pennsylvania (Erie)

In 1968, a determination that de facto segregation was present in the Erie, Pennsylvania School System was made. This was made on the basis that there were six schools having an 80% or more black student population. These schools were located in black areas. There were also 16 schools with an 80% or more white student population located in white areas. The school district was required to develop a plan to effect a racial balance. It took 6 years for the school district to develop a satisfactory plan. The plan included school pairings, the closing of two schools, the development of supportive programs, and limited busing. Erie's desegregation plan went into effect in September of 1975. Because the plan had only been operating for 7 months at the time the interviews were held for this report, the impact of the plan could not be assessed. Generally the absence of strong positive leadership contributed to the tense atmosphere that preceded desegregation. Minority and white parents, however, were surprised and gratified that desegregation occurred as smoothly as it did in light of their fears and apprehensions prior to implementation. Contributing to the smooth implementation of the plan were two factors: (1) the desegregation plan called for a small increase in busing, and (2) busing when needed, is currently handled by the public transportation system and subsidized by the school district. (Author/AM)

1094 ED 145 072
School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—Sep 77
Note—24p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation
Identifiers—*Oregon (Portland)

The impetus for public school desegregation in Portland came through the efforts of the local National Association for the Advancement of Colored People during the 1960's. The Portland Board of Education moved in 1963 to extablish a blue ribbon, independent committee on education and race. This citizen's committee recommended a series of individual actions to be taken by the Portland Board of Education which would be aimed over time at desegregating the schools. The board of education accepted the recommendations. In 1964 the Portland board began a voluntary transfer program which involved the transportation of minority students to predominantly white schools. The following year, substantive educational policy changes were implemented which included the creation of model schools, the head start program, and compensatory learning activities. The voluntary administrative transfer system was strengthened in 1972 through the recruitment of 725 minority students into the program. This action was supported by more intensive inservice training for faculty and staff. From 1973 to 1975 the board of education continued its backing of desegregation actions through policy statements and guidelines, the development of early childhood centers in the inner city, support for reorganization, and symbolic moves such as a proposal for an annual school award for interracial understanding. Portland's desegregation effort has been limited in scope and limited in success. Because the desegregation program is voluntary, desegregation has not produced change throughout the city's schools. (Author/AM)

1095 ED 145 204

Allen, Audrey S.

Research and Development Project in Career Education K-14. Final Report.

Baltimore City Public Schools, Md.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—V361060L

Pub Date—2 Jun 75

Grant—OEG-0-73-2997

Note—158p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Career Awareness, *Career Development, *Career Education, *Career Exploration, Career Guidance, College School Cooperation, Cooperative Programs, Elementary Secondary Education, Inservice Teacher Education, Internship Programs, Parent Participation, *Program Development, School Districts, Teacher Workshops, Two Year Colleges, Work Experience Programs

Identifiers—Maryland, *Maryland (Baltimore)

Objectives of a career education research and development program were to reduce student absenteeism and dropout rates in seven Baltimore schools (four elementary, two junior high, and one high school) by initiating and developing career awareness at the elementary level; providing occupational information, personal development, and career exploration experiences in junior high schools; developing a high school cooperative education program with the community college; and involving the parents in development of the career education program. The primary conclusion was that the one-year program made a decisive impact on the participating students and was considered a success by all involved. Recommendations include providing inservice career training to all school personnel, initiating cooperative teacher education programs with local colleges and universities, and developing staff inservice education programs concerning public and private sectors of the employment community. The body of the report (twenty-three pages) includes brief descriptions of several project components, e.g., an elementary school store, junior high in-school and on-the-job work experiences, the high school volunteer intern program with the University of Maryland hospital, and a three-day workshop for teacher education faculty and students held at Coppin State College. Sample report forms, teacher guides and lesson plans, workshop agendas, and parent questionnaires are contained in a 104-page appendix. (BL)

1096 ED 145 245

Napolitan, Richard R.

A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood through a Meaningful "Action Learning" Program. Final Report.

North Hills School District, Pittsburgh, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Bureau No.—20-6803

Pub Date—28 Sep 77

Note—85p.; Not available in hard copy due to poor reproducibility of the original document

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Development, *Career Exploration, *Cooperative Programs, Educational Objectives, Grade 11, High Schools, Models, Nontraditional Education, Program Design, *Program Development, *Program Effectiveness, School Community Programs, Secondary School Students, Student Evaluation

Identifiers—Pennsylvania (Pittsburgh)

A project involving thirty-nine eleventh grade students was undertaken at a senior high school to plan and initiate a community-based action learning program to provide students with a meaningful cooperative school-community work learning experience. Specific curriculum requirements were met through a combination of independent study, interdisciplinary study, or traditional classroom study, and students were evaluated twice during the eighteen-week semester on the accomplishment of objectives established by the student, advisor, and field site representative. Twelve project outcomes indicated that the program has become an alternative to the traditional school: Students' attitudes toward school became more positive; results in the Vocational Maturity Inventory Scale indicated increased career awareness; field site sponsors and parents sent numerous data to verify students' increased self-esteem and confidence; and plans have been established to develop many of the outcomes into a model for a community-based learning program. (The appendix, comprising one-half of the report, includes an application form; placement and sponsor's participant agreement forms; a typical field site resume; seminar objectives; curriculum objectives for English, social studies, and physical education; evaluation data results; and program and student evaluation questionnaires.) (EM)

1097 ED 146 289

Bryan, Louis Marie

Assessments of Upward Bound Participation and the Black Liberation Movement as Indicated by Data Obtained from a Group of Black Youth in Newark, New Jersey.

Pub Date—76

Note—215p.

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,578)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—*Black Power, *Black Youth, Evaluation, *Organizations (Groups), *Participant Characteristics, *Participation, Social Action, Social Change

Identifiers—Black Liberation, *New Jersey (Newark), *Upward Bound

The question pursued in this dissertation is how two simultaneous influences, Upward Bound participation and the black liberation movement, are assessed by a group of black residents of Newark, New Jersey who were Upward Bound participants during 1966-1972, and whether their varying assessments reflect any patterns related to their subsequent educational achievement, socioeconomic ratings, and personal/social adjustment. Data were obtained through mailed questionnaires from 113 respondents who had participated in any of four Upward Bound Projects. The questionnaire included the Rosenberg Self-esteem Measure, the Mathis Environmental Participation Index, and a black liberation identification index constructed for this study. A fourfold typology based on the respondent's assessments of the Upward Bound and black liberation influences was developed. Three areas, educational achievement and goals, socioeconomic rating, and personal/social adjustment were examined for patterns related to the combined assessments of Upward Bound and black liberation. The patterns of assessments suggested that the influences of Upward Bound and the black liberation movement, when both were assessed as positive, probably reinforced each other with respect to subsequent educational achievement and goals, as well as personal/social adjustment. The influence of the black liberation movement when it was assessed as positive, seemed more important than the influence of Upward Bound with respect to socioeconomic rating at the time of the study. (Author/AM)

1098 ED 146 300

Schafft, Gretchen E.

The Unexpected Minority: White Children in an Urban School and Neighborhood.

Pub Date—76

Note—196p.

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,232)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), *Black Students, *Educational Environment, *Ethnography, Minority Group Children, *Racial Relations, Urban Schools, *White Students

The purpose of this dissertation, an ethnographic case study of white children attending an urban, public elementary school with a ninety percent black enrollment, is to examine their strategic adaptations and to gauge the effect of these adaptations on actual cross-racial interactions. The data were collected through participant and non-participant observation carried out during the 1974-75 school year. The theoretical perspective used in this research is symbolic interactionism. This point of view assumes that social interaction is a dynamic process determined in large part by the participants' prior experience, values, information, and on-going assessment of the situation. Four adaptive strategies used by white children in their school and neighborhood are identified. Briefly they are as follows: (1) they adapt by developing linguistic versatility through the internalization of rules for appropriate code switching behavior, (2) they use school and neighborhood territory differentially by defining which locales are supportive and not threatening, (3) they form work and play alliances in order to form a buffer between themselves and others with whom they do not feel comfortable, and (4) they find community "brokers" to serve as a bridge between themselves and their black peers. (Author/AM)

1099 ED 146 477

Sylvan, Donna L. Ballagas, Linda D.

Follow Through Final Report 1975-76. Atlanta Public Schools Research and Evaluation Report, Vol. X, No. 10, March 1977.

Atlanta Public Schools, Ga.

Pub Date—Mar 77

Note—97p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Demonstration Programs, Educational Development, *Health Services, *Instructional Programs, Parent Participation, *Primary Education, Program Descriptions, Program Development, *Program Evaluation, Psychological Services, Social Services, *Staff Development

Identifiers—Atlanta Public Schools GA, *Interdependent Learning Model, *Project Follow Through

During the 1975-76 school year, the Follow Through Program operated in grades kindergarten through third in four elementary schools, and in two nongraded primary schools. The Atlanta Follow Through Program implements the Interdependent Learning Model (ILM) developed by the late Dr. Lassar Gotkin. The Interdependent Learning Model presents a method of teaching which emphasizes language development, the use of small groups, instructional games, and teamwork. This program differs from most of the other federal programs in the Atlanta Public School System in that it provides both instructional activities and social and psychological services for the pupils served. In addition, the program provides health services. The Atlanta Follow Through Program can be divided into seven components: administration, instruction/staff development, parent involvement/Policy Advisory Council, social services, psychological services, health services, and evaluation. This report examines each of these components separately. A summary of the cost data is presented after the component narratives. The report ends with conclusions and recommendations based on the activities and findings of all the components. (Author)

1100 ED 147 419

Baltzell, Dora Catherine

A Longitudinal Analysis of Reading and Arithmetic Achievement and Court-Ordered Desegregation (With "Forced" Busing) in a Large Urban School District in the South.

Pub Date—76

Note—116p.; Ph.D. dissertation, University of Florida

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1103)

Pub Type— Dissertations Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—*Achievement Gains, *Black Students, *Bus Transportation, *Desegregation Effects, Desegregation Plans, Doctoral Dissertations, Mathematics, Racial Differences, Reading Achievement, *School Desegregation, *White Students

Identifiers— *Florida (Jacksonville)

This dissertation investigated, under conditions of court-ordered desegregation accomplished by "forced" busing, the assumption that desegregation brings achievement gains for blacks but that it has no negative effects on white achievement. Reading and arithmetic achievement of a sample of 429 upper elementary students (both black and white, male and female) in Jacksonville, Florida was the focus of the investigation. The sample, of low ability, achievement, and estimated family income, appeared representative of the population. Subjects were desegregated by court-ordered busing at the beginning of the fourth grade. Findings indicate that when language is excepted, blacks showed large increases in reading achievement during the first year of desegregation, and whites showed generally stable levels of achievement. However, both black males and whites showed anomalous declines in language. In arithmetic achievement, blacks again showed increases, but whites showed very large declines. Based on the results, it was concluded that the assumption that desegregation brings black achievement gains was confirmed, while the assumption that white achievement is unaffected was not. This study leaves unanswered the question of whether these findings are due to changes in the type of school peers and level of proportion white experienced by each race, or to the general systemic disruption of the first year of desegregation. Also suggested is that a teaching/instructional effect may be the root cause of the observed black gains and white losses. (Author/AM)

1101 ED 147 512

Experience Based Career Education Program. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date—Aug 77

Contract—0589-AA-NS-0-7-GA

Note—79p.; For related documents see CE 011 209, CE 011 212

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Admission Criteria, Career Development, *Career Education, Career Exploration, Daily Living Skills, High Schools, Models, *Nontraditional Education, Pilot Projects, Program Descriptions, Program Development, Program Effectiveness, Program Evaluation, Program Validation, *School Community Relationship, Skill Development, *Student Attitudes, Student Characteristics, Student Evaluation, *Student Improvement, Summer Programs, *Work Experience Programs

Identifiers—District of Columbia, *Experience Based Career Education, Far West Laboratory for Educational R and D CA

An evaluation of the Experience Based Career Education (EBCE) Program of the District of Columbia Public Schools (DCEBCE) for summer, 1977, was conducted to provide preliminary information for the three-year program effort to use in program planning and decision making for the 1977-78 school year. DCEBCE was evaluated using the Context, Input, Process, and Product Model since it afforded a useful classification system of the strategies that can be employed to evaluate programs aimed at educational change. DCEBCE was based on the Far West Laboratory (FWL) version of EBCE, which serves as a comprehensive, individualized and alternate plan of learning for high school youth, and provides community work experiences for students. Focus of the evaluation was on identifying characteristics of the initial group of forty-seven beginning and ending tenth grade student participants in the summer program and determining program impact on them. Students were pretested in the areas of self-awareness, career maturity, and basic academic competency. Evaluation results showed that the summer program had been successful, with students and resource persons expressing mutual appreciation. Recommendations based on results of the evaluation included further developing the DCEBCE program into a model program, especially in the area of career development; hiring a skills specialist to train students in areas of deficiency; and hiring a counselor to meet students needs in career guidance and counseling. (TA)

1102 ED 147 623

Lafferty, Bill R.

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

Education Service Center Region 20, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502-AH-60020

Pub Date—30 Oct 77

Grant—G61-76-00967-502

Note—227p.; Parts of appendixes may be marginally legible due to print quality

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Awareness, *Career Development, *Career Exploration, *Cooperative Programs, Demonstration Programs, High Schools, *Individual Development, Learning Laboratories, Program Administration, *Program Effectiveness, Program Validation, *School Community Relationship, Skill Development, Student Attitudes, Student Evaluation

Identifiers—*Experience Based Career Education, Texas (San Antonio)

The three-year San Antonio Experience-Based Career Education (EBCE) Project, an implementation of the Northwest Regional Educational Laboratory EBCE model, was evaluated for its first year of operation. The project was designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences, and was implemented by the Harlandale Independent School District and the San Antonio Independent School District. Learning resources consisted of those in the learning center and those provided at community sites. Twenty program and twenty control students were selected in both school districts. The project evaluation covered two components: process and outcome. The process focused on program elements deemed essential for a valid demonstration of the EBCE model. The outcome evaluation was designed to test a set of hypotheses related to student development in career, life, and basic skills and utilized a battery of four tests for pre- and posttest measures. Results showed that both school districts were successful in planning and implementing the project. Outcome evaluation demonstrated very strong comparative effects in attitude toward school, self-acceptance, and others acceptance. Life skills were positively affected by participation in the program. Career skills results showed no consistent patterns of difference between the program and control students. (This report includes three major sections: annual interim report, third-party evaluation, and appended project materials.) (SH)

1103 ED 147 807

Suhor, Charles

Mass Testing in Composition: Is It Worth Doing Badly?

New Orleans Public Schools, La. Div. of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—27p.; A report on "A Building-Centered Testing Program in Writing"

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competency Based Education, *English Instruction, *Evaluation Methods, Middle Schools, Rating Scales, Secondary Education, Testing, *Testing Problems, *Testing Programs, Test Reliability, *Writing Skills

Identifiers—Diederich Rating Scale for Essays, Elementary Secondary Education Act Title IV, Louisiana (New Orleans)

In attempting to meet school-board mandates for competency-based testing in composition, educators must devise the most acceptable testing programs they can. This paper describes a design (the Paul Diederich system) for testing students' writing skills, which yields statistically reliable data on individual students, and reports on a New Orleans project in which the Diederich system was implemented in one middle school, three junior high schools, and three senior high schools. The paper explains the program procedures, which involve the collection of four writing samples from each student and the rating of the papers by eight teachers during a school year; points to some useful data that emerged from the testing program, and to its effectiveness as an inservice tool, and notes problems in administering it, which led to the conclusion that the total design is not practical for mass testing purposes. THe paper then shows how a modified version of the Diederich system was devised for use in New Orleans schools. In the modified design, the total student population in each school is tested only once. Test scores are used, in conjunction with teacher recommendations, as the basis for placing students with poor writing skills in remedial programs. (GW)

1104 ED 148 063

Minton, Judith

Summer 1976 Program for Deaf Children: Evaluation Report, Evaluation Period, July 2-August 13, 1976.

New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—B/E-09-71605

Pub Date—76

Note—24p.; Contains some light print

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deafness, Educational Objectives, Elementary Education, Hearing Impairments, Program Effectiveness, *Program Evaluation, *Summer Programs

The evaluation of a summer project for 110 deaf children (5-14 years old) describes findings in terms of project objectives. Analysis of objectives is said to indicate that intellectual growth took place for most of the Ss during the program and that the success ratio for achieving mastery was high. Eight recommendations are listed, including greater emphasis on language oriented objectives. Statistical data on student performance is appended. (CL)

1105 ED 148 776

The San Jose Teacher Involvement Project.

California Teachers Association, Burlingame.; San Jose Unified School District, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date—Aug 77

Grant—NIE-G-76-0067

Note—62p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Decision Making, *Developmental Programs, *Educational Practices, Governance, *Problem Solving, Teacher Education Programs, *Teacher Participation

This document is the final report of the San Jose Teachers Association "Teacher Involvement Project," designed to improve school capacity for problem solving through teacher involvement in the decision-making process. The report concerns the management, the program, and the activities of the third year of the program, and is divided into seven sections. Section one investigates the role of the principal investigator/consortium and describes the evolution of the role from a single individual investigator into a consortium of teacher practitioners, as well as consortium processes and functions. Section two discusses project outcomes, i.e., mini-grants, workshops, school outcomes, and consortium development. Section three examines maintenance (continuance) of the program after the end of government funding. Section four examines project information dissemination efforts. Section five examines the possibilities of program replication in other school districts. Section six presents general program observations and recommendations. Section seven presents a glossary of terms used in the report. Eight appendices are included, detailing teacher involvement assumptions, recommendations drawn from project teacher interviews during the second year of the program, project staff membership, organizational charts, and other materials. (MJB)

1106 ED 148 971
Arnekley, Bruce L.
Year-End Evaluation, Emergency School Aid Act (ESAA) 1976-77; Tacoma Public Schools.
Tacoma School District 10, Wash.
Pub Date—Oct 77
Note—123p.; Some parts of document may be marginally legible due to quality of print
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Secondary Education, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Public Schools, *School Desegregation
Identifiers—*Emergency School Aid Act 1972, Tacoma Public School District WA, *Washington (Tacoma)

This evaluation report for the 1976-77 Tacoma Public Schools Emergency School Aid Act (ESAA) program is organized around the six priority needs and eleven related objectives which were specified in the applications for funds. Each need and objective is listed along with related data. Conclusions about objective attainment are made in terms of desired progress from 1976 to 1977 as specified in the application. The summary of outcomes indicates that two objectives out of eleven were completely attained during the 1976-77 school year at both the elementary and junior high school levels (sociability among Native Americans, and emotional stability/-compliance among blacks and native Americans). Partial attainment was realized on all except one of the other objectives (increasing choosing of blacks by anglos). It is also noted that several factors were operating concurrently with the ESAA efforts that may have served to mediate against attainment of at least some of the objectives. The relatively constant decrease in the proportion of Caucasian enrollment in Tacoma's schools particularly at schools in Central and Southeast Tacoma, indicates that the study be continued for the formulation of a comprehensive long range plan to prevent segregation. (Author/AM)

1107 ED 148 991
Final Report on the Collaborative Research Project; New York Urban Coalition - I.S. 162, Community School District #7.
New York Urban Coalition, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
Pub Date—Oct 77
Note—31p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Change, *Junior High Schools, Parent Role, *Problem Solving, *Research Projects, School Community Relationship, *School Organization, Site Analysis, Student Role, Teacher Role, *Technical Assistance, Urban Schools
Identifiers—*New York (Bronx)

This project was the result of a three year collaboration between the New York Urban Coalition and Intermediate School 162, Bronx, New York. Concerns addressed included institutional development, collaborative planning and implementation, school form and process, and technical assistance strategies. Intermediate School 162 was selected for development as a mini-school complex. The theory was that any real changes in education had to take place on a local school level. Relationships between the school, teachers, parents, and the larger community were envisioned as key factors in educational change. This report reviews the major components of the project and discusses the "learnings" which emerged. (Author/GC)

1108 ED 150 055
Weber, Larry Fleming, Dan
Roanoke City Schools Social Studies Skills Evaluation Project 1976-1977.
Virginia Polytechnic and State Univ., Blacksburg. Office of Educational Services.
Pub Date—77
Note—135p.; For related documents, see SO 010 629-632; Three test scoring keys in Appendix I may not reproduce clearly due to poor reproducibility of original document
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Criterion Referenced Tests, Curriculum Evaluation, Diagnostic Tests, *Educational Assessment, Elementary Secondary Education, High Schools, *Program Evaluation, *Skill Development, Skills, *Social Studies, *Testing
Identifiers—*Roanoke City Schools VA, Virginia

One of four projects conducted in Virginia during the 1976-1977 school year, this guide describes the project in Roanoke City Schools to upgrade social studies skills. Experimental and control groups were established at grades 7-8, grades 9-10, and grades 11-12. Although pretests were administered to both groups, only the experimental group received the results of their tests. Instructions were given to teachers on how to use the results for diagnostic purposes. The following 10 social studies skills were identified: determining central issues, drawing inferences, interpreting cartoons, reading tabular data, interpreting graphs, identifying time relationships, classifying information, reading ballots, recognizing points of view, and validating sources. The experimental groups did not exhibit superiority over the control groups. Although the conclusion reached in this project indicates lack of efficacy for using tests for feedback to increase skills, the outcome did indicate need for an instructional program fostering such skills. Copies of pre- and posttests for each of the three levels, instructions, answer keys, and item analysis are provided in the appendix. (Author/SH)

1109 ED 150 209
Berry, Ray
Integration Update.
Riverside Unified School District, Calif.
Pub Date—May 76
Note—11p.; Best copy available
Available from—Superintendent, Riverside Unified School District, 3380 14th St., Riverside, California 92501 (no cost)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Gains, *Desegregation Effects, *Desegregation Methods, *School Desegregation, *Trend Analysis
Identifiers—*California (Riverside)

In this update of the integration efforts of the Riverside Unified School District, it is shown that the district continues to be committed to the integration of the staff. It is also committed to search for minority heritage staff. Along with staffing changes, there have been major program developments such as finding and using ethnic oriented materials. Some activities that have emerged are parent advisory groups, student involvement in board meetings and regulations development, special programs for minority students, district reorganization of the two year middle schools and four year senior high schools. All these program developments were encouraged with the reorganization of the district into a more open management system. This system allowed for much broader participation in planning and decision making. Student performance has been carefully measured over the years of the integration effort. Achievement gains for minority students are evident for the primary grades, but for the sixth grade the findings are not clearcut. It is evident, however, that achievement is higher than before desegregation. Throughout the desegregation effort, community and parent attitude measures have been collected. These indicate very strong community support. Among the conclusions derived from the Riverside desegregation experience are that: (1) integrated staffs at all levels are vital, (2) guidelines and standards for behavior must be clear and firm, and (3) an understanding of the goals of public education is vital. (Author/AM)

1110 ED 150 211
1975-76 Compensatory Education Program Evaluation: Higher Horizons 100.
Hartford Public Schools, Conn.
Pub Date—[77]
Note—28p.; Not available in hard copy due to small type of original
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement Gains, Attendance, *Cluster Grouping, *Compensatory Education, Grade 7, Grade 8, Grade 9, Grade 10, Program Descriptions, *Program Evaluation, Secondary Education, Student Attitudes, Surveys, *Team Teaching
Identifiers—*Connecticut (Hartford)

Higher Horizons 100 is a program for underachieving pupils in the seventh to 10th grades. These pupils are given supplementary and individualized instruction and support services during the day and evening. Students are divided into eight clusters. Each cluster has a staff of six: one counselor, and teachers in reading, English, math, science, and social studies. The staff for each cluster has complete responsibility for a group of about 100 pupils. Students receive at least five extra hours per week of language instruction. The program was evaluated in terms of: achievement gains, attendance, and student attitudes. Among the findings are the following: (1) students in the program made significant greater achievement gains than would have been expected without participation in the program, (2) attendance goals were met by all clusters, with margins ranging from 2.3% to 12.9% above the goals, and (3) over 80% of the pupils in the program reported in an attitude survey that Higher Horizons 100 helped them in their school work. The survey also showed that the pupils' attitudes toward school had improved. It is recommended that the program continue to operate as is, but that a better survey design be implemented during the 1977-78 school year. (Author/AM)

1111 ED 150 249
ESEA Title I, Evaluation Report, New York State, 1975-76.
New York State Education Dept., Albany.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note—36p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *Compensatory Education, Data, Elementary Secondary Education, Federal Programs, *Mathematics, Program Descriptions, *Program Evaluation, *Reading
Identifiers—*Elementary Secondary Education Act Title I, *New York

In this annual summary of achievement data for Elementary and Secondary Education Act (ESEA) Title I programs in New York State for the 1975-1976 school year, the three priority areas designated for instruction by the Board of Regents were reading, mathematics, and bilingual education. The last area was subsequently interpreted to consist of (1) oral fluency and aural comprehension in English by speakers of other languages, and (2) visual literacy in English reading and visual literacy in Spanish for Hispanic Americans. Superimposed across all projects employing norm referenced tests was the question: Did each treatment group demonstrate achievement beyond expectation (based upon the pupil's own past performances)? Overall, the data indicated that as a result of this program in excess of 100,000 Upstate and 160,000 New York City children who were consistently meeting failure in the basic skills areas were diminishing the distance between themselves and the norms by which they were being judged (Author/AM)

1112 ED 150 584

Hale, Phale D.

Rochester School District: A Working Model of the Funding Process.

Pub Date—Nov 77

Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 24-26, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, Elementary Secondary Education, Evaluation Needs, *Federal Aid, *Language Arts, *Program Development, *Program Evaluation, *Program Proposals, Training Methods

Many considerations are involved in obtaining and using federal funds for language arts programs. Before attempting to explore funding, educators should know the basic language arts programs available in their district and what kinds of programs are fundable by particular sources. They should then develop a written program statement that includes specific objectives and evidence of need, and they should use the proposal writing period to plan carefully for the program's implementation. When implementing a funded program, school districts should give careful attention to staff training and to developing a curriculum that is integrated with the ongoing instructional program. Finally, districts should design methods for evaluating the program in terms of the needs statement, the curriculum around which it was developed, and the effects on students in the program. The evaluation results should be used to aid in program improvement. (GW)

1113 ED 150 747

Alternative Programs: School District of Philadelphia.

Philadelphia School District, Pa.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—77

Note—63p.; Photos may not reproduce clearly

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Programs, Elementary Secondary Education, *Nontraditional Education, *Program Descriptions, Program Evaluation

Identifiers—*Philadelphia School District PA

Program descriptions for the School District of Philadelphia's 102 alternative elementary and secondary programs constitute the bulk of this booklet. Descriptions include information on number of students, grade levels, administrative staff, and program purposes. A brief summary of the evaluation of alternative education programs, as well as criteria for alternative program proposals, are also included. (DS)

1114 ED 151 409

Milwaukee ESEA Title VII Bilingual/Bicultural Education Program, 1976, 1977.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—150p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Students, Career Education, *Compensatory Education, Cultural Awareness, Disadvantaged Youth, Elementary Secondary Education, *English (Second Language), *Language Skills, Mathematics, Mexican Americans, Parent Attitudes, Program Descriptions, *Program Evaluation, Puerto Ricans, Reading, *Spanish Speaking, Student Attitudes, Teacher Attitudes, Typewriting

Identifiers—Elementary Secondary Education Act Title VII, Milwaukee Public Schools WI

Milwaukee, Wisconsin public school pupils in the 1976-1977 Elementary and Secondary Education Act (ESEA) Title VII Bilingual/Bicultural Education Program varied in language dominance from monolingual English to various degrees of bilingualism to monolingual Spanish. The program goals suggest that the 594 elementary pupils will pursue their studies with about equal ease in their first and second languages by the end of grade six, and the 212 secondary students will increase their communication skills in English and Spanish. In the developmental model, bilingual teachers present the regular curricula in both Spanish and English in a K-12 program which emphasizes Hispanic culture. The evaluation covers academic achievement in reading and mathematics, Spanish and English language skills; student, teacher, and parent attitudes; and, at the secondary level, career orientation and typing skills. The major end-of-year findings are cited, and the results of six related studies are given. In addition, recommendations for the 1977-1978 Bilingual/Bicultural Program are offered. (Author/MV)

1115 ED 151 589

Hayden, Charles E., Ed. Butler, Edward R., Ed.

Career Motivation. Activities Guide: Kindergarten through 3rd Grade.

Toledo Public Schools, Ohio.

Pub Date—75

Note—219p.; For a related document see ED 143 561

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, Career Planning, Decision Making Skills, Economics, Educational Programs, Evaluation, Fused Curriculum, Individual Development, *Learning Activities, Occupational Information, Primary Education, Resource Materials, Teaching Guides, Vocational Adjustment, Work Environment

Identifiers—Ohio (Toledo)

Designed for infusing career development concepts into existing courses or curricula at grades K-3, these learning activities developed by teachers and staff members in the Toledo Public School System cover the following seven developmental areas identified in the Ohio Career Development Continuum: individual and environment; world of work; self; economics; education and training; employability and work adjustment; and vocational decision making. The activities are organized by grade level and then by developmental area. Each activity follows a similar format, which includes broad developmental objectives, more specific behavioral objectives, designated areas for integration, the primary and secondary concepts of the lesson, a description of the activity, a list of media and materials needed, and evaluation. (BM)

1116 ED 151 766

Lym, C. LaVor Averitt, Gwen

Report for the Evaluation of the Reading Is Fundamental Project 1973-74. Research Report No. 74-289.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date—Aug 74

Note—72p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disadvantaged Youth, Elementary Education, *Evaluation Methods, Instrumentation, *Parent Attitudes, Program Development, *Program Evaluation, Questionnaires, *Reading Programs, Reading Skills, Sampling, *Student Attitudes, Student Motivation, Teacher Attitudes

Identifiers—*Reading Is Fundamental, Texas (Dallas)

The Reading Is Fundamental (RIF) program is designed to give disadvantaged children incentive to read by letting them choose books from a wide variety of paperbacks and keep them as their own. This document reports on the evaluation procedures and results for the Dallas RIF Project in 1973-1974. Following a description of the project and its objectives, the document discusses the methodology employed in the evaluation study, giving specific consideration to sampling techniques, instrumentation, procedures used in data collection and anlaysis, and assumptions and limitations of the study. Results are then reported with regard to the matching of experimental and comparison schools; program implementation; teachers', students', and parents' opinions of the project; and the effect of the program on students' attitudes and reading skills. Numerous statistical tables and a summary of responses to a parent questionnaire are included. Appendixes provide a teacher questionnaire on curriculum materials used and ANOVA tables for the analysis of data regarding reading skills, attitude toward school, self-concept, and attitude toward reading, and for the analysis of teachers' ratings of students' attitudes. (GW)

1117 ED 151 988

Elsbree, Katie And Others

The Grass Roots Alternative: A Citizens' Approach to Community Education.

San Diego County Dept. of Education, Calif. Center for Community Education.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—Nov 77

Note—85p.; Document may be of marginal legibility due to size of type

Available from—Wayne Robbins, Project Director, Center for Community Education, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111 ($3.95; make check payable to the California Community Education Association)

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, Advisory Committees, Community Action, *Community Education, *Community Involvement, *Community Schools, Elementary Education, Needs Assessment, *Program Descriptions, *Program Development, Program Evaluation, *School Community Relationship

The genesis of the Ocean Beach, California, Community School is described in this volume by three of the participants in its formation. A grassroots effort, the school was started amidst a certain degree of controversy and resistance from already established community organizations. The authors describe the processes they went through to gather broader support for the idea, to assess community needs, to form and work with a community education advisory council, to put together an educational program, and to evaluate the community school. One chapter, written by the community school director, describes the political and interpersonal problems that had to be resolved to get the program running smoothly. (DS)

1118 ED 152 819

Novak, Carl D.

An Involvement Approach to the Evaluation of Local District Programs.

Pub Date—[Apr 77]

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977) ; Parts of Appendixes may be marginally legible

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Objectives, Educational Programs, Elementary Education, Elementary School Teachers, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, Evaluators, *Information Utilization, Principals, *Program Evaluation, Reading Difficulty, Reading Instruction, Research Design, Research Utilization, School Districts, *School Involvement, *Staff Role, Teacher Role

Identifiers—Lincoln Public Schools NE, Orton Gillingham Reading Program

Ways to increase the use of educational program evaluation findings through the meaningful involvement of potential users (teachers and administrators) are discussed. Involvement, as defined in this paper, is generally limited to the opportunity for input to the initial evaluation design and the chance to review the design and implementation plans prior to the evaluation. Therefore, the role of staff, teachers, and administrators is to provide direction for the study. For effective, meaningful involvement, the following guidelines should be followed: (1) Involve only individuals who can contribute something or have a stake in the program. (2) Screen out biased input (3) Use the solicited information (4) Involve teachers and administrators in the program planning and implementation, but do not hold them responsible for the evaluation (5) Do not unnecessarily inconvenience or overburden the participants. (6) Keep the evaluation planning process open. (7) Keep the audience informed of current progress. The evaluation of the Orton-Gillingham Reading Disabilities Program used in Lincoln, Nebraska is decribed in detail Author/MV)

1119 ED 152 938
Vincenzi, Harry Fishman, Roger J.
Impact of Alternative Programs on an Urban School District.
Pub Date—31 Mar 78
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Innovation, *Nontraditional Education, Program Content, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Secondary Education
Identifiers—*Pennsylvania (Philadelphia)

The number of secondary alternative programs in the school district of Philadelphia has grown to 75 giving it one of the largest networks of alternative programs in the country The object of this paper is to report on the impact of those programs. The programs are divided into four categories (1) disruptive truant programs, (2) career programs, (3) individualized programs, and (4) programs that did not fit into any specified category but offered some alternative to the traditional school This discussion focuses on what the programs offered students, the problems encountered, and recommendations for improvement The second part of the paper reports the results of a massive data collection effort which includes data concerning attendance, behavior, and California Achievement Test (CAT) results. CAT comparisons included an analysis of differences between students who remained in an alternative program for two years and those who remained for one year, and an analysis of differences between the traditional (home) schools and their alternative programs Results indicate that alternative program students are maintaining rates of achievement that are at least comparable with the rates of students in their home schools (Author/AM)

1120 ED 153 306
Final Report on Third and Fourth Year Operations of the Alum Rock Voucher Project.
Alum Rock Union Elementary School District, San Jose, Calif.; Sequoia Inst., San Jose, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—[76]
Grant—NIE-G-90051
Note—103p.; Not available in paper copy due to marginal legibility of parts of original document; For a related document, see ED 073 546
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compensatory Education, *Decentralization, *Educational Experiments, Educational Finance, *Educational Vouchers, Elementary Education, *Nontraditional Education, *Parent Participation, Parent School Relationship, Program Evaluation, School Community Relationship
Identifiers—*Alum Rock Union School District CA

Covered in this report are the main events that occurred in the Alum Rock voucher project between July 1974 and January 1976. Measures considered to be functioning effectively at the beginning of this time span were the concepts of alternative education, open enrollment, programs that vary their capacity in response to parent demand within the limits of their physical facilities, income-outgo budgeting processes, and parent information. At the beginning of the third year one new school entered the project, raising the number of participating schools to 14. The other major development that occurred during the third year was a dramatic increase in the quantity and quality of parent information. Parents were provided with comparative evaluation results on the various minischools before they submitted their vouchers for the following year. The data collection, publication, and distribution of these reports represented the last step in the full implementation of the internal voucher program. Background information is given about a serious degeneration in the relationship between Alum Rock and the National Institute of Education (NIE) voucher office. From the district's perspective, these problems seemed to be partially a consequence of NIE's funding uncertainties, which in turn were caused by congressional delay in committing funds to the agency and partially a serious breakdown in communications between the NIE staff and Alum Rock regarding certain basic program decisions. (Author/MLF)

1121 ED 153 374
Minter, Mary And Others
Minimum Competency Requirements: What To Do When Your School Board Sets Them.
Austin Independent School District, Tex.
Report No.—Pub-77-28
Pub Date—78
Note—21p.; Paper presented at the Annual Meeting of Southwest Educational Research Association (Austin, Texas, 1978)
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($1.10)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Achievement Tests, *Basic Skills, *Board of Education Policy, Boards of Education, *Competency Based Education, *Educational Testing, Elementary Secondary Education, *Minimum Competency Testing, Norm Referenced Tests, Program Development, Standardized Tests, *Testing Problems
Identifiers—*Austin Independent School District TX

As a result of the increasing insistence that schools should concentrate on teaching basic skills, states and school districts have moved to establish minimum competencies for high school graduation, to be assessed by tests that demonstrate that students have achieved a certain level of mastery of basic skills. The Austin, Texas, Independent School District's board of trustees passed in 1975 the first version of the minimum competency testing requirement for Austin public school students. It stated that students not demonstrating an eighth grade competence (as measured by standard achievement tests) in reading and math cannot graduate from Austin high schools. The problems encountered in implementing the board's mandate, such as test selection, test security, and test administration, are described in this speech. (Author/DS)

1122 ED 153 375
Matuszek, Paula A. And Others
Quarter System Evaluation. Final Evaluation Report 1975-1976.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—Pub-75.12
Pub Date—30 Jun 76
Note—137p.; Not available in paper copy due to small print of much of original document; Some figures may not reproduce clearly
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($4.45)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Curriculum, Educational Counseling, Graduation Requirements, *High Schools, *High School Students, Parent School Relationship, Program Descriptions, *Program Evaluation, *Quarter System, School Organization, *School Schedules, Secondary Education, *Student Evaluation, Tables (Data), Year Round Schools
Identifiers—*Austin Independent School District TX

This evaluation of the quarter system in Austin, Texas, public schools was designed to assess the impact of changes of calendar, curriculum, and other aspects of high school education. The initial first-year evaluation was intended to gather data that could serve as a baseline for examining the long-term effects of these changes. Data were collected on student achievement, teacher and administrator attitudes, and parent opinion. The quarter system evaluation found that the majority of students, teachers, and parents are satisfied with education in Austin. However, several areas of concern were revealed, including student academic achievement, graduation requirements and preparation of students for posthigh school plans, student advising and scheduling, curriculum, communication with parents, and opinion about the year-round school. Graphs and data tables are included. (Author/DS)

1123 ED 153 999
Kindergarten Screening Instrument. Administration Manual, Continuing Revision Number 7. Item Number 33.2004.
Houston Independent School District, Tex.
Pub Date—75
Note—84p.; For related documents, see TM 006 618-619
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Auditory Tests, Early Childhood Education, Eye Hand Coordination, *Guides, *Kindergarten Children, Language Acquisition, Motor Development, Scoring, *Screening Tests, Spanish, Spanish Speaking, *Testing, *Testing Programs, Vision Tests, Visual Measures, Volunteers
Identifiers—*Kindergarten Screening Instrument, *Test Manuals

The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The screening instruments and procedures were developed by a committee of specialists composed of representatives from the Houston Independent School District, Baylor College of Medicine, Texas Research Institute for Mental Sciences, Child Development Clinic, and the University of Houston. They were based on standard items representing gross and fine motor activities, language development, social functioning, distant vision, and hearing. The volunteer orientation and training procedures, and the responsibilities of the volunteers are described. A check list of necessary materials for each test is provided. Administration instructions and examples are given for each of the five screening instruments: Distant Vision, Hearing, Eye-Hand Coordination, Language Learning, and Gross Motor. Supplementary instructions in Spanish are also provided for each instrument. (Author/BW)

1124 ED 154 000
Doughtie, Eugene B. Alston, Herbert L.
Revised Technical Manual for the Kindergarten Screening Inventory, Based on Data from the 1975-76 School Year.
Houston Independent School District, Tex.
Pub Date—[76]
Note—122p.; For related documents, see EJ 127 415, TM 006 617-619
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Auditory Tests, Early Childhood Education, Eye Hand Coordination, Guides, *Kindergarten Children, Language Acquisition, Motor Development, Norms, Predictive Validity, Racial Differences, Rating Scales, Referral, *Screening Tests, Sex Differences, Spanish Speaking, *Statistical Data, Testing Programs, *Test Reliability, *Test Validity, Vision Tests
Identifiers—*Kindergarten Screening Instrument, *Test Manuals

The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The Kindergarten Screening Instrument (KSI) consists of five subscales: (1) the visual scale measures visual acuity at 20 feet; (2) the hearing scale measures the child's ability to hear tape recorded words; (3) the eye-hand coordination scale indicates the coordination of visual perception and fine muscles; (4) the language learning scale is a measure of language development in the child's primary language; and (5) the gross motor scale measures the use of large muscles in coordinated body movement. Both English and Spanish versions are available. This technical manual presents data on the reliability of the KSI (split-half reliability, internal consistency, test-retest reliability, inter-scorer reliability, and its validity (content validity, criterion-related predictive validity, criterion-related concurrent validity, construct validity, convergent and discriminant validity). Information is also included on norms, intercorrelation of the subtests, and referrals by sex and ethnic group (Author/BW)

1125 ED 154 055
An Evaluation of the Competency Based Curriculum Summer In-Service Course "Foundations of Curriculum Writing."
District of Columbia Public Schools, Washington, D.C.
Pub Date—Sep 77
Note—57p.; Not available in hard copy due to author's restriction
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Competency Based Education, Competency Based Teacher Education, *Curriculum Development, *Elementary School Teachers, Elementary Secondary Education, *Inservice Education, Inservice Teacher Education, *Program Evaluation, Public Schools, *Secondary School Teachers, Teacher Developed Materials, Teacher Workshops
Identifiers—*District of Columbia Public Schools

In 1975, the Competency Based Curriculum (CBC) was adopted as a vehicle for achieving excellence in the District of Columbia public schools. A total of 213 elementary and secondary school teachers and 16 instructors participated in the inservice course "Foundations of Curriculum Writing for CBC." The participants were divided into six instructional groups by subject area. The main objective of the course was to provide the participants with the skills and competencies to produce CBC curriculum materials in selected subject areas. In their own self-assessment, participants felt they had gained the skills and knowledge to enable them to produce these curriculum materials. Participants registered a number of suggestions for improving the program, but were satisfied with the instructors, the instruction and the facilities. Those who were later chosen to write the CBC curriculum materials felt they had been well prepared for their task. Participants received two inservice credits for satisfactory completion of the course. (Author/GC)

1126 ED 154 071
Cooper, Bruce S.
Beyond Implementation: Analysis of Change in the District of Columbia Public Schools.
Pub Date—Mar 78
Note—175p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March, 1978); Page 142 may not reproduce well due to the print quality of the original document; For a related document see UD 018 230
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Change Agents, Change Strategies, Community Involvement, *Educational Finance, Educational Improvement, *Educational Innovation, Elementary Secondary Education, Federal Aid, *Federal Programs, Inservice Education, Leadership, Program Administration, Program Design, *Program Development, Program Effectiveness, *Program Evaluation, Public Schools
Identifiers—District of Columbia (Anacostia), *Response to Educational Needs Project

The Response to Educational Needs Project (RENP, formerly the Anacostia Community School Project) provides an opportunity to study the adoption, implementation, and institutionalization of plans for improvement of a group of schools in the District of Columbia. The related theory and research on the implementation of change in organizations is reviewed as it applies to the RENP. The three phases of RENP development: adoption, implementation, and institutionalization, are analyzed using the theory described. The greatest emphasis is placed on the theory of the institutionalization of change. Suggestions to policy makers about changes in inservice education, community involvement, and the administration of innovation are made. The potentialities and pitfalls of externally initiated change are also discussed. (MC)

1127 ED 154 488
State Compensatory Education. Final Technical Report 1975-76. Appendixes.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 76
Note—151p.; For a related document, see EA 010 580; Not available in paper copy due to small print in parts of the original document
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($2.65)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Attitudes, Basic Skills, Bilingual Education, *Compensatory Education, Data Analysis, *Educational Assessment, Elementary Education, Enrollment Influences, Interviews, *Measurement Instruments, *Program Evaluation, Questionnaires, School Aides, Statistical Data, Student Attitudes, Tables (Data), *Teacher Attitudes
Identifiers—Austin Independent School District TX

This material consists of ten appendixes to the Final Report for 1976-77 on the implementation of the Texas state-supported compensatory education program in the Austin Independent School District as evaluated by that district's Office of Research and Evaluation. The instruments used in the evaluation process are described or presented in full, the methods of their application discussed, and the results explained in tabular or narrative form. These instruments consisted of (1) the California Achievement Test, (2) the School Sentiment Index, (3) principal interviews, (4) teacher interviews, (5) aide questionnaires, (6) area director/instructional coordinator questionnaires, (7) reading teacher interviews, (8) education planner interviews, (9) an attendance study for one school, and (10) a Workshop Evaluation Scale. (PGD)

1128 ED 154 489
State Compensatory Education. Final Report 1975-76.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 76
Note—70p.; For a related document, see EA 010 579; Not available in paper copy due to small print of parts of the original document; Some tables may by marginally legible
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($2.45)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, *Bilingual Education, Compensatory Education, Elementary Education, Program Descriptions, *Program Evaluation, Tables (Data), Teacher Attitudes
Identifiers—Austin Independent School District TX

The state-funded compensatory education program instituted in the Austin Independent School District in Texas in 1975 consisted of a basic skills component (communication skills/reading and math) for students meeting ESEA Title I criteria, and a bilingual component designed to mesh with the ESEA Title VII Bilingual Project. Enthusiasm for the program has been high because each school plans its own strategy for implementation, with local school staff closely involved in the process. Unfortunately, the extensive planning period required prevented timely implementation of the program, and evaluation of the results as of 1976 is therefore not available. The baseline information provided in this report will for that reason be coordinated with information gathered in a forthcoming report on the 1976-77 year, in order to evaluate program results. (Author/PGD)

1129 ED 154 490
The Design and Implementation of a Model Evaluation Capability. 1975-76 Final Report. Title III Project.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—30 Jun 76
Note—47p.; Figure II-3 may not reproduce clearly
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($1.85)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Research, Elementary Secondary Education, Program Descriptions, *Program Evaluation, Research and Development Centers, Research Projects, School Districts
Identifiers—Austin Independent School District TX

The Austin Independent School District received an Elementary and Secondary Education Act Title III grant in 1973 to develop an internal research and evaluation capability. Funding was provided the resulting Office of Research and Evaluation (ORE) for three years. The foci of the original grant were (1) to develop a district evaluation model, (2) to evaluate federal and district developmental programs, (3) to coordinate research done in the district by outside researchers, and (4) to develop the Texas Joint Urban Evaluation Council to promote information-sharing among the seven large Texas cities. Of seven objectives for the final year of the project, six were achieved, including refinement and documentation of the evaluation model, planning and refinement of the instructional program evaluation data base, and dissemination of project information locally and nationally. An evaluation indicates that the project should be continued when federal funding runs out, though some organizational changes may be required. Future goals for ORE include improving the technical quality of evaluations, the internal efficiency of ORE operations, and the understanding in the district of information provided by ORE. A history of the creation of ORE and a description of its organization and functions help document the evaluation of the project. (Author/PGD)

1130 ED 154 493
Individually Guided Education (IGE) Program. 1974-1975 Final Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—23 Jun 75
Note—35p.; For a related document, see EA 010 585; Not available in paper copy due to small print in parts of the original document; Some tables may be marginally legible
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($1.45)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Elementary Education, *Individualized Instruction, *Program Evaluation, Student Attitudes, Tables (Data)
Identifiers—Austin Independent School District TX, California Achievement Tests, *Individually Guided Education

This report is the continuation report of an evaluation of the implementation of the Individually Guided Education (IGE) Program in the Austin (Texas) Independent School District which began during the second year of the program implementation in 1973-74. The evaluation continued to focus this year on the achievement of program inputs, processes, and outcomes in 11 IGE and 11 matched comparison schools. The major emphasis of the evaluation this year was on determining program effects on student outcome behaviors. Utilized in the study were teacher and parent questionnaires; scores from the California Achievement Tests, the Piers Harris Children's Self Concept Scale, the School Sentiment Index, a Reading Attitude Test, a Math Attitude Test, and a student behavior rating scale; and classroom observations. Despite some positive effects demonstrated on objectives in the affective area, the lack of positive results on achievement lead to the conclusion that the IGE program should be discontinued. (Author)

1131 ED 155 197
Howrsten, Gloria H
Test of Auditory Comprehension (TAC) for Hearing Impaired Pupils–Reliability and Validity Study.
Los Angeles County Superintendent of Schools, Calif.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—Aug 77
Grant—76-32-D
Note—49p.; Some parts of document may be marginally legible
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Auditory Evaluation, Auditory Perception, *Auditory Tests, *Diagnostic Tests, Elementary School Students, Elementary Secondary Education, Evaluation Needs, *Hearing Impairments, Individual Testing, *Listening Comprehension, Magnetic Tape Cassettes, Norms, Partial Hearing, Preschool Education, Student Placement, *Test Reliability, Test Reviews, *Test Validity
Identifiers—*Test of Auditory Comprehension

The Test of Auditory Comprehension (TAC), one component of the Auditory Skills Instructional Planning System, is a comprehensive test instrument designed for individual use with hearing impaired pupils, four through twelve years of age, for assessing receptive auditory functioning. Included in the TAC are ten discrete subtests measuring auditory abilities in three major areas: discrimination, memory sequencing, and figure-ground. TAC reliability was derived from the results of 82 hearing impaired pupils who were retested with the TAC within a two -to three-week period after initial testing; a reliability coefficient of .98 was obtained. In addition, variability was studied with 60 pupils, and no significant differences among examiners were found. TAC validity was obtained from the results of 750 hearing impaired pupils, from 29 schools and districts across the country. Results of data analysis, as well as evaluations of the TAC by participating audiologists, demonstrated its validity. Normative data were compiled for this sample, grouped by age and degree of hearing loss. (Author/BW)

1132 ED 155 278
Berry, Ray
Integration Update.
Riverside Unified School District, Calif.
Pub Date—Apr 78
Note—15p.; For a related document, see ED 150 209
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Desegregation Effects, *Desegregation Plans, *Program Development, *School Desegregation, *Success, *Trend Analysis, Voluntary Desegregation
Identifiers—*California (Riverside)

In this updated report on the Riverside Unified School District, the district continues with its integration efforts including major program development. Over the three years of integration, performance of all children from the three major race groups has improved. In the primary grades, there has been a general trend toward higher reading achievement. A need for establishing close home ties at early ages, plus a recognition of the necessity for strong language development programs has led to a new kindergarten effort. The district continues to conduct boundary analysis with an emphasis upon balancing ethnic enrollment among the schools. One of the key reasons suggested for the success of the Riverside effort is that voluntary local initiatives rather than a court order led to the original decision to integrate the schools. (Author/AM)

1133 ED 155 657
Lee, Ann M. And Others
1973-74 ESAA I Pilot Project Assist Evaluation Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—74
Note—292p.; A number of pages may not reproduce well due to poor type; For related document, see CS 004 177
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Administrator Attitudes, Elementary Education, Junior High Schools, *Measurement Instruments, Mexican Americans, Program Descriptions, *Program Evaluation, Questionnaires, *Reading Instruction, *Reading Programs, *Reading Research, Reading Tests, Self Concept Measures, Staff Development, Student Attitudes, *Teacher Aides, Teacher Attitudes
Identifiers—Emergency School Aid Act 1972

"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. This report presents data on the project gathered during the 1973-1974 school year. Separate sections present a glossary of terms, an abstract, a program description, recommended answers to "decision questions" regarding continuation of the project, a summary of stated program objectives and the degree to which they were met, and miscellaneous additional information. Appendixes present reports on a variety of aspects of the program, including the following: tests of basic concepts, reading achievement, self concept, and reading attitudes that were administered to students; pupil attendance; observation of aides; teacher, aide and principal questionnaires; parent, student, teacher, and aide interviews; aides' daily activities; and topics used for staff development. Numerous tables are included in the report and the appendixes. (GW)

1134 ED 155 658
Lee, Ann M. And Others
1974-75 ESAA II Pilot Project Assist Final Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—75
Note—78p.; A number of pages may not reproduce well due to poor type; For related document, see CS 004 175
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Affective Objectives, Cognitive Objectives, *Educational Objectives, Elementary Education, Junior High Schools, Mexican Americans, *Program Descriptions, *Program Evaluation, *Reading Instruction, Reading Programs, *Reading Research, *Teacher Aides, Training
Identifiers—Emergency School Aid Act 1972

"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. This report presents data on the project gathered during the 1974-1975 school year. The first section poses "decision questions" regarding continuation of the project, recommends answers to the questions, and offers data support; of the recommendations. The next two sections describe the project and show in narrative and tabular form the context in which the project operated. The following section of the report summarizes the program objectives (including cognitive and affective outcome objectives, process objectives, and input objectives), notes their level of attainment, and describes the evidence through which the levels of attainment were determined. Summary data and a glossary of terms conclude the report. Although the project data failed to substantiate the initial hypothesis, several positive aspects of the project are noted. (GW)

1135 ED 156 697
Chern, Hermine J. And Others
Evaluation of Career Education Projects, 1976-1977. Report #7829.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Jan 78
Note—187p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adults, *Career Education, *Career Guidance, Cooperative Programs, Curriculum Development, Disadvantaged Youth, *Educational Assessment, Formative Evaluation, Handicapped Students, Individualized Programs, Job Placement, *Program Descriptions, *Program Evaluation, Secondary Education, Student Projects, Teaching Methods, Urban Programs, *Vocational Education
Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

Evaluations of thirty career education projects in the school district of Philadelphia, Pennsylvania are contained in this report. Fifteen of the projects concern classroom or shop instruction, six concern development and/or field testing of curriculum materials, and the remainder involve staff development, installation of shop equipment, job placement, guidance programs and a vocational education research project. Each evaluation includes a project description and history, project objectives as stated in the proposal, project implementation, evaluation questions, attainment of objectives, and conclusions and recommendations. Projects concerned with instruction cover a range of subjects including warehouse and office practices, transcription skills, distributive education, consumerism, restaurant practices, crafts, homemaking and factory work. Curriculum development projects reflect an emphasis on individualized instruction and involve business, distributive and cooperative education, home economics, career exploration and planning, and automotive shop. Three job placement projects were also evaluated, as well as three programs involving career awareness and pre-employment counseling. These projects included medical laboratory experiences at a local hospital and vocational guidance experiences in specially-equipped buses. Among project participants were disadvantaged, pregnant, othopedically and mentally handicapped students, as well as parents and staff members. Included also is the evaluation of a three-year project designed to develop a classroom model for adjusting curriculum, facilities and personnel in vocational training programs. (Author/JAC)

1136 ED 156 701
Evaluation of Title I ESEA Projects, 1976-77: Technical Reports. Report #77140.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Grant—USOE-48-7398-51-500-01; USOE-48B-6473-51-500-01
Note—254p.; For related document, see TM 007 139; Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Academic Achievement, Basic Skills, *Compensatory Education, Disadvantaged Youth, *Educational Assessment, Elementary Secondary Education, *Federal Programs, Formative Evaluation, *Program Descriptions, *Program Evaluation, Remedial Mathematics, Remedial Reading, Summer Programs, Urban Schools
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

This volume compiles technical reports of Title I Elementary and Secondary Education Act project evaluations conducted during the 1976-77 academic year in the school district of Philadelphia, Pennsylvania. The reports include rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of objectives for each project. A series of comprehensive mathematics projects encompassed educable retarded and Title I students in grades 2-12, and focused on remedial assistance in computational skills through classroom, tutorial, and individualized instruction. Included was a project to reduce mathematics skill deficiencies in grades 2-6 by providing the schools with mathematics resource teachers. A series of comprehensive reading projects provided similiar remedial instruction. Other projects involved intensive reading; bilingual education, counseling, computer-assisted instruction, skill and learning centers, a multimedia center, and neglected and delinquent children. Also evaluated were a project to provide high school students with cultural and curriculum enrichment to motivate them to seek post secondary education, and a project employing local residents as school-community coordinators. Summer components of Title I projects are also examined. Favorable learning environments, reversal of some student underachievement trends, and increased parental participation are attributed to Philadelphia's Title I projects. (Author/JAC)

1137 ED 156 702

Evaluation of Title I ESEA Projects, 1976-1977: Abstracts. Report #77139.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Grant—USOE-48-7398-51-500-01; USOE-48B-6473-51-500-01

Note—159p.; For related document, see TM 007 138

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Abstracts, Academic Achievement, Basic Skills, *Compensatory Education, Curriculum Development, Disadvantaged Youth, Educational Assessment, Elementary Secondary Education, *Federal Programs, Formative Evaluation, *Program Descriptions, *Program Evaluation, Remedial Mathematics, Remedial Reading, Summer Programs, Urban Schools

Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

Abstracts of Title I Elementary and Secondary Education Act project evaluations conducted during the 1976-77 academic year in the school district of Philadelphia, Pennsylvania are compiled in this volume. Information concerning current management information, observed activities, attainment of objectives, and program impact is provided for each project. The abstracts also describe project operating years; grades served; number of students, employees, and schools; current budget; and services provided. Two series of comprehensive projects were aimed at reducing deficiencies in basic reading and mathematics skills in kindergarten through twelfth grade students. These projects encompassed individualized instruction, parental involvement, skills centers, mathematics specialists, activity-centered instruction for educable retarded children, and resource teachers. Remedial assistance in computational skills was provided through classroom, tutorial and individualized instruction. Other projects involved introducing students to world affairs and global problems, summer reading readiness, counseling services, aide services, school-community coordinators, computer assisted instruction, institutions for neglected and delinquent children, a multimedia center, summer special education, bilingual education, an individualized education center, intensive reading for secondary students, affective education, and alternative programs. Summer components Title I projects are briefly abstracted. (JAC)

1138 ED 156 729

Forlano, George

Family Living, Including Sex Education.

New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Research.

Pub Date—Aug 70

Note—110p.; For related documents see ED 024 978, ED 043 080, ED 037 803, ED 026 678; Best copy available

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, Basic Skills, Black Studies, Career Awareness, *Elementary Secondary Education, Language Acquisition, Linguistic Competence, Mathematics, Parent Participation, Preschool Education, *Program Descriptions, *Program Evaluation, Reading Skills, School Community Relationship, Tutorial Programs

Identifiers—New York (Brooklyn), New York (Harlem), *New York (New York), New York (Queens)

This volume describes and evaluates 21 selected New York City Board of Education Umbrella Programs for the 1974-1975 school year. The programs include: (1) the parent resource center, (2) the teacher self-help program, (3) the East Harlem prekindergarten center, (4) the Brooklyn College volunteer tutoring program, (5) the parent education for pupil progress program, (6) the career awareness program, (7) teaching English to adults in their homes, (8) advanced reading development, (9) the parent orientation program, (10) community and school education development, (11) basic skills after-school for pre-kindergarten, (12) the Goddard-Riverside Educational camp, (13) the Afro-American history caravan, (14) the mental hygiene-linguistic reading program, (15) the High Rock educational program, (16) pictures as a basis for teaching reading, (17) developing an informal parents group, (18) perceptual conditioning for decoding, (19) reading and language, (20) project miniteacher, and (21) the parent child orientation program. (Author/AM)

1139 ED 157 931

Title I ESEA Projects: Digest of Annual Evaluations. Supplementary Edition 1977-1978. A historical summary, by the Department of Federal Evaluation Resources, of the key findings reported in the annual evaluations of each project. Report #7827.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Mar 78

Note—79p.; For related documents, see ED 143 700 and 144 987, TM 007 138 and 139

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Abstracts, *Annual Reports, *Compensatory Education, Disadvantaged Youth, Elementary Secondary Education, *Program Descriptions, *Program Evaluation

Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

This supplement provides a historical summary, for the Philadelphia, Pennsylvania schools, of the key findings in the Annual Evaluations of each Elementary Secondary Education Act Title I project since 1975. The 1977-1978 management information, the key findings for 1975-1976 and 1976-1977, as well as the preliminary findings for 1977-1978 are included. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in a later report. Projects described here include: Affective Education, Alternative Programs, Benchmark, Bilingual Education, Project Bridge, Comprehensive Mathematics Project, Comprehensive Reading Project, Computer Assisted Instruction, Counseling Services, Education in World Affairs, English as a Second Language, Project Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Motivation, Multimedia Center, School Community Coordinator, Summer Special Education, Elementary Mathematics Classroom Aides, and Preschool Child Development Project. (Author/CTM)

1140 ED 158 188

Farberow, Norman L.

Bibliography on Suicide and Suicide Prevention: 1897-1957, 1958-1970.

National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—72

Note—282p.; Some parts of the document may be marginally legible due to colored background

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 1740-0342, $2.00)

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Bibliographies, Foreign Countries, *Prevention, *Suicide

Research on suicide and suicide prevention has expanded greatly since 1957, when an original bibliography was published in The Cry for Help. The current volume incorporates and expands that original work in the first section (approximately 2,100 items), and adds in the second section an additional 2,542 items which were published between 1957 and 1970. The references in this volume were obtained through intensive search of domestic and foreign medical, psychological, sociological and biological indexes. Separate author and subject indexes have been prepared for each part of the bibliography. (LFB)

1141 ED 158 556

Ward, Raquel And Others

Interviews of Teachers in Title VII K-1 Schools ESEA Title VII Bilingual Project. Formative Evaluation Report No. 7.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Jan 75

Note—13p.; For related documents, see FL009447-452

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Teacher Aides, Cultural Awareness, Educational Assessment, Educational Needs, *Elementary School Teachers, Federal Programs, Formative Evaluation, Grade 1, Inservice Teacher Education, Instructional Materials, *Interviews, Kindergarten, Language Instruction, Language of Instruction, Language Programs, Learning Activities, *Preschool Teachers, Primary Education, *Program Evaluation, Questionnaires, Second Language Learning, *Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title VII, Monolingual Teachers

A summary is presented of interviews with nine kindergarten and first grade teachers, all monolingual, in the four Title VII Bilingual Project schools where participation includes just kindergarten and first grade. Four bilingual teacher aides are assigned to these schools. Intended to provide data for assessment of ongoing activities as well as stated objectives, the interviews were designed to investigate activities such as duties assigned to bilingual aides, in-service training needs, materials needed, the amount of English and Spanish used in instruction and the amount of help needed by the teachers from the project staff. Therefore, the following areas were covered by the fifteen questions on the interview form: (1) language instruction; (2) teacher aides services; (3) classroom needs; (4) inservice training needs; (5) supervision and services by the Title VII staff; and (6) cultural awareness activities. Following a discussion of the results of each of the fifteen items, two significant conclusions are drawn: (1) because the burden of Spanish instruction falls on teachers aides, special training activities for and close supervision of the four aides seem necessary; and (2) to make up for the current lack of cultural activities, a heavy reliance on the aide for such activities is suggested. A copy of the interview form and a summary of teachers' responses to each item are attached. (AMH)

1142 ED 158 557

Ward, Raquel And Others

Interviews of Bilingual Teacher Aides. November 1974. ESEA Title VII Bilingual Project. Formative Evaluation Report No. 5.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Nov 74

Note—13p.; For related documents, see FL009447-452

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Bilingual Teacher Aides, Educational Assessment, Educational Needs, Elementary Education, Federal Programs, Formative Evaluation, Inservice Education, Interviews, Language Instruction, Language of Instruction, Language Programs, Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, *Teacher

Attitudes, *Teacher Responsibility, Teacher Role
Identifiers—Elementary Secondary Education Act Title VII, Teacher Aide Attitudes, *Teacher Aide Role

A summary report is presented of interviews with 28 bilingual teacher aides who work in ten elementary Schools Austin Independent School District. The interviews were conducted to provide data to assist the project staff in assessing ongoing activities of the aides as well as specific process objectives. They were designed, therefore, with a two-fold purpose, namely to determine in what activities the aides were involved and to determine in what areas the aides needed help. The following areas of particular interest were identified for the interviews: (1) understanding of their role and responsibilities, (2) the kind of inservice training desired; (3) the greatest needs in the classroom; (4) help needed from the project staff; (5) time spent on various activities in the schools; (6) planning strategies; (7) subject areas usually taught in Spanish and English; (8) percentage of time used for each language; (9) daily and weekly schedules; and (10) general comments on the bilingual project. Results for each of the fifteen questions in the interview form are given, with a brief discussion of each. In addition to several specific conclusions, it is noted that, generally, averages for the aides reveal levels of performance comparable to those in the Title VII Project's proposal. A copy of the interview form and a list of additional comments are attached. (AMH)

1143 ED 158 558
Arv., Aaron Sosa, Xavier
Parent Interview ESAA Bilingual/Bicultural Project, Formative Report No. 6.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—74
Note—28p.; For related documents, see FL 009 447-452
Pub Type— Tests Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, Educational Assessment, Elementary Education, Formative Evaluation, *Interviews, Language Instruction, Language Programs, *Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, Statistical Data

A summary report is presented of the first of two interviews with a random sample of parents of kindergarten and third grade students in the project. Undertaken as part of the evaluation of the Parental Involvement Component of the ESAA Bilingual/Bicultural Project, the interviews had a twofold objective: (1) to measure the degree of home support for project students' school activities and learning goals, and (2) to measure the degree of change in this support as a result of project activities. Two conclusions are drawn from an analysis of the results: (1) parents' support and knowledge of the children's school activities is generally satisfactory; and (2) acquaintance with their children's principal and teacher, visiting the school, and dialogue with other parents are areas needing improvement. Most importantly for the ESAA Bilingual/Bicultural Project, 62% had not received communication about the project, and 43% did not feel that they understood bilingual education. The interview form in Spanish and English and an analysis of responses to each item by school and grade level are attached. (Author/AMH)

1144 ED 158 559
Ligon, Glynn
Fall 1974–Parent Interviews. ESEA Title VII Bilingual Project. Formative Evaluation Report No. 8.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Nov 74
Note—42p.; For related documents, see FL 009 447-452; Interview form may reproduce poorly due to light and broken type.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, Educational Assessment, Elementary Education, Federal Programs, Formative Evaluation, *Interviews, Language Instruction, Language Programs, *Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, Statistical Data
Identifiers—Elementary Secondary Education Act Title VII

A summary report is presented of the first of two interviews with a random sample of parents of kindergarten, third and sixth grade students in the project. Undertaken as part of the evaluation of the Parental Involvement Component of the Title VII Bilingual Project, the interviews had a twofold objective: (1) to measure the degree of home support for project students' school activities and learning goals, and (2) to measure the degree of change in this support as a result of project activities. Two conclusions are drawn from an analysis of the results: (1) parents' support and knowledge of the children's school activities is generally satisfactory; and (2) acquaintance with their children's principal and teacher, visiting the school, and dialogue with other parents are areas needing improvements. Most importantly for the Title VII Bilingual Project, 37% had not received information about the project and 23% did not feel that they understood bilingual education. The interview form in Spanish and English and an analysis of responses to each item by school and grade level are attached. (AMH)

1145 ED 158 834
Gallimore, Ronald And Others
Pretest and Posttest Results of the First KEEP Program Year. Technical Report #5.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[73]
Note—18p.; For related documents, see PS 009 533-536 and PS 009 538-573
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, Hawaiians, *Intelligence Quotient, Intelligence Tests, *Kindergarten, *Program Evaluation, *Socioeconomic Background, Standardized Tests
Identifiers—Hawaii, *Kamehameha Early Education Program

This report presents a pre- and posttest evaluation of the first program year of the Kamehameha Early Education Program (KEEP). Each of the 28 children in the KEEP kindergarten class received three tests: the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Metropolitan Readiness Test (MRT), and the Standard English Repetition Test (SERT). The testing scores from the fall and spring were compared on the basis of their correlations with each other and with other variables, such as socioeconomic factors. Improvement on the MRT was only moderately correlated with changes in I.Q. scores. The children with the greatest changes in I.Q. scores tended to have had less school experience and came from lower income families. The high and low MRT change groups showed significant differences on only three of 100 variables, and the three were not in any particular group of variables, as were significant variables of the high and low I.Q. change groups. SERT scores were highly correlated with all three I.Q. test measures for both pre- and posttestings, and were consistently related to socioeconomic factors. While SERT scores did significantly increase from fall to spring, the change in SERT scores did not correlate with initial scores. (Author/JMB)

1146 ED 158 869
Major KEEP Findings, 1971 - 1975.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[74]
Note—4p.; For related documents, see PS 009 533-571 and PS 009 573
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Curriculum, *Demonstration Programs, *Early Childhood Education, *Educational Improvement, Family Influence, *Hawaiians, Information Dissemination, Inservice Teacher Education, Pidgins, Research, Student Motivation, Teaching Methods
Identifiers—Hawaii, *Kamehameha Early Education Program

This report lists the 34 major research findings from the Kamehameha Early Education Program (KEEP) for the years 1971-1975. Each finding is accompanied by a listing of KEEP technical reports and working papers which contain information relevant to that finding. Included among areas covered in the findings are: (1) student motivation, (2) teacher training, (3) student achievement, (4) curriculum, (5) teaching methods, (6) ethnic dialects, (7) family background, and (8) information dissemination. (JMB)

1147 ED 158 870
Gullimore, Ronald Tharp, Roland G.
KEEP Five-Year Summary Report.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—Mar 76
Note—9p.; For related documents, see PS 009 533-572
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, *Demonstration Programs, *Early Childhood Education, Educational Improvement, Guidelines, Hawaiians, *Research Design, *Research Projects, Research Utilization
Identifiers—Hawaii, *Kamehameha Early Education Program

This brief summary outlines the activities and findings of the research and development efforts of the Kamehameha Early Education Program (KEEP) from 1971 to 1976. The paper suggests that the original goals of the program were met and that the initial operating procedures agreed upon by KEEP and the Hawaii State Department of Education were followed throughout the 5-year period. The phasing of the program and the guidelines which shaped the research projects are described and some research findings are briefly summarized. (BD)

1148 ED 159 230
Handbook for the Human Relations Approach to Teaching.
Buffalo Public Schools, N.Y. Human Relations Project of Western N.Y.
Spons Agency—Buffalo Public Schools, N. Y. Div. of Curriculum Evaluation and Development.
Pub Date—70
Note—97p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Class Activities, Curriculum Guides, Elementary Secondary Education, *Humanistic Education, *Human Relations, Intergroup Education, *Interpersonal Relationship, *Sensitivity Training, *Teaching Guides, Units of Study

This is an activities guide for teachers who are looking for techniques and strategies that will help them to "humanize" the curriculum. Section I gives activities to develop positive self concept. The activities proposed in Section II are intended to make students aware of their own feelings toward others. Section III suggests techniques for making students aware of discrimination. In Section IV the problems and importance of nonverbal as well as verbal communication are addressed. Activities designed to help the process of values clarification are proposed in Section V. Section VI consists of group tasks or problems which are to be solved by groups. Possibilities for the use of music, art, poetry, and drama are listed in Section VII. (MC)

1149 ED 159 352
Curr, Thomas Schlier, Gordon
Vocational Exploration: A Developmental Approach for Junior High School. Final Report.
Dallas School District, Pa.
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Bureau No.—84-8001
Pub Date—30 Jun 78
Note—43p.; Not available in hard copy due to reproducibility problems
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Career Awareness, *Career Exploration, Career Planning, Decision Making, *Developmental Programs, Grade 7, Grade 8, Grade 9, Junior High Schools, *Program Effectiveness, Program Evaluation, Student Attitudes, *Vocational Maturity
Identifiers—Occupations and Career Information Boxscore, Ohio Vocational Interest Survey

The purpose of this project was to continue, expand, and measure the outcomes of a three-phase model developmental vocational exploration and career planning program that had been integrated into the junior high school curriculum. Phase I involved 304 seventh grade students. Ten sessions were conducted in which students explored the attitudes about themselves and the people around them. "Exploring Self," a checklist, was administered as a pre- and postassessment to measure any change in awareness of self and others. Two hundred ninety-four eighth grade students were exposed to career exploration activities in phase II. Four class periods were used to present career exploration activities that were related to their subject areas. Each student was exposed to at least ten different subject areas and spent forty class periods throughout the year exploring careers. "The Occupations and Careers Information Boxscore," a career awareness survey, was administered as a pre- and postassessment of changes in awareness about the world of work. In Phase III, approximately 300 ninth grade students were involved in decision-making activities for ten class periods during their social studies classes. "The Ohio Vocational Interest Survey" was administered to aid in the decision-making process. Each ninth grader also participated in a Vocational Exploration Group (a group process in which job functions, demands and satisfiers are explored). From the evaluations it was judged that that project was overall successful. (Evaluation instruments are included in the appendixes.) (Author/JH)

1150 ED 159 589
Au, Kathryn H. Speidel, Gisela E.
KEEP Reading Research and Instruction: Results of the 1973-74 Program. Technical Report No. 26.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Pub Date—[74]
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Reading, *Beginning Reading, Consonants, *Conventional Instruction, Primary Education, Reading Achievement, *Reading Instruction, *Reading Research, *Student Motivation

This report summarizes research related to the use of a conventional basal reading program with students in the Kamehameha Early Education Program (KEEP). Results of instruction were measured by the number of objectives gained each quarter, the total number of objectives gained, the number of lessons taken for each objective, and scores on the Gates-MacGinitie Reading Test, which was also given to three comparison groups. KEEP students learned many objectives, but at a relatively slow rate. On the Gates-MacGinitie, first graders scored 1.4 rather than the expected 1.9. Measures of student motivation indicated that motivation was high throughout the year, but this was not enough to raise students to grade level. Rate of learning increased over the year; statistics on initial consonant learning indicated a learning-to-learn phenomenon rather than phonological interference. The results were interpreted as pointing to specific areas of further research: attention skills, training in language and cognitive skills to precede and accelerate reading achievement, and ways of teaching initial consonants. (Author/AA)

1151 ED 159 590
Au, Kathryn H.
An Analysis of Oral Reading Errors and Its Implications for Improvement of Reading Instruction. Technical Report No. 50.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Pub Date—Feb 76
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, Context Clues, Grade 2, *Miscue Analysis, *Oral Reading, *Phonics, Primary Education, Reading Processes, *Reading Research, Semantics
Identifiers—*Reading Strategies

The oral reading errors of 15 second graders were analyzed to find out if strategies used by good and poor readers could be differentiated. Patterns of errors were identified, and it was found that good readers often used context cues, while poor readers relied heavily on visual-phonic information. It was also possible to identify good and poor readers by examining the percent of errors made in different categories. Possible differences between the KEEP (Kamehameha Early Education Program) students and subjects in other oral reading studies were noted: the KEEP students overall made more errors which did not fit into the context of the sentence. Finally, it was suggested that the KEEP children's curriculum should incorporate much more instruction in the use of context, since the study seemed to demonstrate that their skill in this strategy is not easily developed. (Author)

1152 ED 160 279
A School and Home-Based Bilingual Education Model (Kindergarten-Grade 4): End-of-Year Evaluation Report, 1977-78 (Third-Year Evaluation Study).
Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.; Texas Tech Univ., Lubbock.
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date—Jun 78
Grant—G007507036
Note—29p.; For related document, see ED 144 705
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, *Demonstration Programs, *Early Childhood Education, English (Second Language), Evaluation Methods, *Intervention, Language Acquisition, Mexican Americans, Program Evaluation, Reading Achievement, School Readiness, *Spanish Speaking
Identifiers—*New Mexico (Clovis)

Designed to develop, over a 5-year period, a model K-6 bilingual program, the project provided early childhood bilingual education intervention to facilitate the learning of English and Spanish simultaneously in an effort to effectively develop the child's cognitive, affective and psychomotor skills. Innovative and tested instructional bilingual-bicultural materials were implemented to assist children with limited English speaking ability from low income families. Located in the Clovis, New Mexico municipal schools, the project was divided into two programs: kindergarten and grades 1-4. The primary focus of the 1977-78 external evaluation was to measure the project's impact on student achievement in language development, reading, and math skills. Assessed were bilingual language development, school readiness, and basic skills in the kindergarten and language development, reading, and math skills in grades 1-4. The kindergarten evaluation design consisted of a pre- and posttest one group design and a special regression model. The Grades 1-4 Program was evaluated with a two group (treatment and control) pretest-posttest covariance model. Results indicated that the kindergarten students made significant gains in school readiness and basic skills but not in language development; and, there was no significant difference between the treatment (bilingual) and control groups in terms of English and Spanish language development and developmental skills in reading and math, except in the area of reading at the second grade level, with the difference in favor of the control group. (Author/NQ)

1153 ED 160 562
T.A.P.-Teacher Appraisal Process.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Sep 78
Note—46p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Rating, Classroom Environment, *Classroom Observation Techniques, Classroom Techniques, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Public Schools, Teacher Behavior, *Teacher Evaluation, *Vocational Aptitude

The methods and instruments used for the appraisal of teachers' performances in the classroom are outlined in this booklet. Four major considerations of this evaluation process are discussed in the introduction: (1) rationale for a process of appraisal; (2) definition of the appraisal process; (3) description of the appraisal process; and (4) utilization of outcomes of appraisal. Samples of forms used in the evaluation of teachers are included. The forms are organized in such a way that the observer/evaluator may consider the characteristics of the students and the physical facility, as well as the behavioral objectives of the teacher, the materials and resources used, and assessment procedures and instruments to be used. A glossary of terms is provided. (JD)

1154 ED 160 653
The Design and Implementation of the Validation of the Competency-Based Curriculum In Language Arts/English and Science.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Jun 78
Note—269p.; Some tables are marginally legible
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, *English Curriculum, *Language Arts, Mastery Learning, Pilot Projects, Program Development, *Program Validation, *Science Curriculum, Tables (Data), Urban Schools
Identifiers—District of Columbia Public Schools

The validation of the competency based curriculum (CBC) of the District of Columbia Public Schools, prior to full scale implementation, is described. The CBC includes English, language arts, and science instruction in grades one through nine, and is based upon the demonstrated learning of specific behavioral objectives in the basic skills. The curriculum is individualized and proceeds in a progressive sequence, developing the ability to function successfully in life roles. The design and development of the validation are described, as well as the results, which are presented to identify the materials in need of revision or replacement. A number of instructional triads–including behavioral objectives, instructional activities, and assessment tasks–for various competencies and learning hierarchies are presented. The results generally indicate that the implementation of CBC in the Public Schools of the District of Columbia is feasible. This study has shown that: (1) the CBC materials seem generally to appeal to both students and teachers, according to teacher ratings; (2) while the CBC approach provides a useful instructional framework for teachers, it also includes the latitude for the development and implementation of creative approaches to teaching; and (3) the CBC approach provides students with a clear understanding of the behaviors they are expected to acquire. (Author/GDC)

1155 ED 161 143

The Competency-Based Curriculum: Developing a Mosaic. Educational Forum Proceedings (Dunbar Senior High School, District of Columbia, April 7-8, 1978).

District of Columbia Public Schools, Washington, D.C.

Pub Date—Apr 78

Note—101p.; Photos and Charts on pages 88-89 may not reproduce clearly

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Competency Based Education, Conference Reports, Counseling, *Curriculum Development, Federal Programs, Organization, Performance Tests, Program Evaluation, Student Evaluation

Identifiers—*District of Columbia

Included in this publication are presentations and summaries given at a forum designed to provide information about the status of the competency-based curriculum and its implications for competency-based education. On the topic "Instructional Support for CBC: Where the System Is Now," three presenters, James T. Guines, Wilbur A. Millard, and P. Gary Freeman, offered their views. William G. Spady spoke on "The Organizational Implications of a Competency-Based Approach." Mary F. Berry analyzed "The Federal Commitment to Student Achievement." James H. Block probed "Competency-Based Curriculum Competency Based Education: The State of the Art." On "CBC Validation, Monitoring and Evaluation," opinions were offered by four speakers: Herman Cobb, Marilyn T. Brown, Frank Snyder, and Mildred P. Cooper. Robert B. Farr reported on "Student Assessment and the Competency-Based Curriculum." Two participants, Susie B. Morgan and Nathaniel E. Hill, spoke on "Counseling and the Competency-Curriculum." Ruth S. Nickse addressed "Assessment of Life Skill Competencies through Applied Performance Testing." A summary of reactions to the forum is also included. (JM)

1156 ED 161 980

Review of Research in Parental Involvement in Education. Interim Report: Low SES and Minority Student Achievement Study.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Jul 77

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, Elementary School Students, *Lower Class Students, *Parent Child Relationship, *Parent Participation, Parent School Relationship, Preschool Children, Preschool Education, Research Reviews (Publications), Socioeconomic Background, *Socioeconomic Status

Educational research suggests that the involvement of parents of low socioeconomic status (SES) children in the educational process has a positive influence on the children's academic achievement. At the preschool level, studies in which parents were instructed concerning methods of promoting their children's intellectual development were found to be particularly successful in producing long-term improvements in the academic achievement of low SES children. A few studies also report success in improving the achievement of low SES children whose parents work as paraprofessionals in the school, or serve in an advisory capacity for preschool programs. At the elementary level, the limited research which is available indicates that parents who serve as tutors for their children can improve their children's academic achievement. More research on methods of improving academic achievement through parent involvement programs is still needed, but the research thus far has generally shown that such programs do have a positive effect on academic achievement. (Author)

1157 ED 162 070

Hall, Elizabeth And Others

A Total Community Effort. Dallas K-12 Urban Career Education Project. Final Report.

Dallas Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—31 Aug 78

Note—145p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Attendance, Career Awareness, *Career Education, *Community Involvement, Curriculum Development, Elementary Secondary Education, Faculty Development, Fused Curriculum, Needs Assessment, Program Administration, *Program Development, *Program Effectiveness, Program Evaluation, Program Improvement, *Student Development, Urban Areas, Urban Education, Urban Schools

The Dallas K-12 Urban Career Education Project was conducted in two phases. Phase I focused on the following objectives: (1) perform an assessment of career education needs; (2) identify and train a cadre of staff members from the fourteen schools participating in the project; (3) identify and/or develop infused career education curriculum for implementation in the project schools; and (4) develop administrative procedures to implement career education in an urban district according to the state plan. Phase II focused on these objectives: (1) produce measurable increases in the academic achievement of inner-city students; (2) produce measurable increases in student development in terms of specified learner outcome goals; (3) improve student attendance in the participating classrooms of the project schools; and (4) increase community involvement in the teaching-learning process. The evaluation design featured both process and product assessments and was conducted to provide information through the comparison of students' control and experimental performance on various test instruments. Based on the data collected, generalizations, conclusions, and recommendations were made. Overall, the project had favorable impact on objectives 1, 2, and 4 of the four specified objectives for phase II. (BM)

1158 ED 163 038

Chern, Hermine J. And Others

Evaluation of Career Education Projects. 1977-1978. Report #7905.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Sep 78

Note—152p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Education, *Adult Programs, *Course Evaluation, Disadvantaged, Educational Assessment, Elementary Secondary Education, Occupational Home Economics, *Program Descriptions, Program Development, *Program Evaluation, Special Education, Trade and Industrial Education, *Vocational Education

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA

This document is a compendium of evaluations of 27 federally funded vocational education programs in the school district of Philadelphia, Pennsylvania as of the end of the fiscal year, June 30, 1978. Six projects which were scheduled but not implemented are briefly described. Twenty-four of the implemented projects were concerned directly with classroom or shop instruction, including three concerned with instruction of out-of-school youth and adults. Five projects were designed to serve the career needs of trainable and educable mentally handicapped students, socially handicapped, and the emotionally disturbed. Several projects emphasized individualized programs. Several projects were able to provide students with direct hands-on experiences. Some administrative problems associated with project implementation are mentioned. (Author/CTM)

1159 ED 163 195

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program (K-College Level). Final Report.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502A25002

Pub Date—Aug 78

Grant—320-75-00031(502)

Note—207p.; For a related document see CE 018 454

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Education), Career Awareness, *Career Education, Career Guidance, Community Resources, *Curriculum Development, Decision Making Skills, Elementary Secondary Education, *Faculty Development, Fused Curriculum, Guidance Programs, Information Dissemination, Inservice Teacher Education, Program Development, Program Effectiveness, *Program Evaluation, *Resource Centers, Values

Identifiers—New York (New York)

The Systemwide Career Education Cluster-Based Articulated Model Program (SCECAMP) was designed to build and expand upon the successful career education projects and innovative programs pre-existing in the New York City school system. The project encouraged participating schools to articulate fully toward the end of providing students with sequential learning experiences and options which would in turn lead to increased student information, decision-making skills, and understanding of personal values. Six overall goals directed the project and included the following elements: (1) staff development, (2) curriculum development, (3) counseling and support services, (4) community resources, (5) dissemination activities, and (6) evaluation. As a result, more than 1,000 school personnel participated in career education staff development programs, and career resource centers were established in model high schools, junior highs, and elementary schools. In addition, several significant products were developed, including career infused lessons in all subject areas (K-12); a career-infused sample curriculum (K-6); a seventh-grade math curriculum dealing with careers which involve use of percentage; a career activities manual (7-12); a student career guidance manual for secondary grades; a career education course of study (7-9); a variety of audio-visual presentations; a handbook of post-secondary educational opportunities in the New York City metropolitan area; and a twenty-hour staff development program. Approximately 30,000 students were exposed to career education as a result of this project. (A replication manual, CE 018 454, accompanies this report.) (BM)

1160 ED 163 196

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program. A Manual for Replication of a Model Career Education Program.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—126p.; For a related document see CE 018 453

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Articulation (Education), Career Development, *Career Education, Career Guidance, Community Resources, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Evaluation, *Faculty Development, Guidance Programs, Information Dissemination, *Program Design, *Program Development, Program Guides

This manual has been prepared as a supplement to the final report (CE 018 453) on the Systemwide Career Education Cluster-Based Articulated Model Program, SCECAMP. An introduction provides an overview of the SCECAMP project and the rationale for this replication manual. The first of the three major sections contained in this document summarizes the background, definitions, goals, and objectives of SCECAMP. Section 2 describes the developmental nature of career education based on

Donald Super's theory. Section 3, which comprises the major portion of this manual, presents the design for replication in the following seven stages: (1) site selection and development, (2) staff development and training, (3) curriculum planning, (4) guidance and support services, (5) community resources, (6) dissemination, and (7) evaluation. The goals, implementation strategies, and expected outcomes are presented for each of the seven processes. Also included for each process are related materials and a checklist. (BM)

1161 ED 164 564

McNamara, Thomas

Follow Through Pupil Achievement Characteristics in Philadelphia Quasi-Longitudinal Data 1975-1976 and 1976-1977. Report #7870. Appendices Volume.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—507p.; Not available in hard copy due to marginal legibility of original document; For earlier reports, see ED 136 941 and 942

Pub Type— Reports - Research (143)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Rating, *Attendance Patterns, *Compensatory Education, Data Analysis, *Educational Experience, Elementary Education, Group Norms, Longitudinal Studies, Performance Factors, *Program Effectiveness, Program Evaluation, *Program Length, Tables (Data)

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through, Project Head Start

Quasi-longitudinal data on student achievement, drawn from a computerized file on about 50,000 children, essentially consist of cross-sectional performance data analyzed in terms of length of program exposure while allowing for analysis of post-program performance on the basis of program exposure. The data are also analyzed according to the major variables of Head Start or equivalent experience, and yearly absence rates. Performance is analyzed in the form of effectiveness scores, which involve: (1) ratio of actual to possible instances of higher performance; (2) comparison of Follow Through groups with total city and non-Follow Through; and (3) percentile ranks above the 50th and below the 16th in reading and mathematics achievement. The findings indicate that low absence and/or Head Start or similar early experience positively affect achievement. Very extensive data tables are appended which present achievement data for different Follow Through programs and grade levels. (Author/GDC)

1162 ED 164 573

Maraschiello, Richard

Post-Program Achievement of Prekindergarten Children in Philadelphia: Quasi-Longitudinal Data. 1974-1975 Through 1976-1977. Report # 7901.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Jun 78

Note—37p.; For related document, see TM 007 721

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Attendance Patterns, *Compensatory Education, Early Childhood Education, *Early Experience, Educational Experience, Longitudinal Studies, *Performance Factors, *Preschool Education, *Program Effectiveness, Program Evaluation

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through, Project Head Start

Data are reported on the performance of the total available prekindergarten population affiliated with the School District of Philadelphia as its "graduates" proceeded through the school years. The report covers three cohorts–those entering kindergarten in the fall of 1974, 1975, and 1976–from the two major prekindergarten programs in the city for which data were available back to September, 1974. This report provides three years of information on kindergarten performance, two years on first grade performance, and one year on second grade performance. Compared to total city performance, prekindergarten experience generally produced higher reading and mathematics achievement. The data, however, did not support a differential effect for a specific type of prekindergarten experience. Follow Through experience following prekindergarten had a consistently positive effect on mathematics performance. Of the original Follow Through programs, the Behavior Analysis model, combined with prekindergarten experience, resulted in higher achievement than any other model. This group's performance also exceeded three fourths of the non-Follow Through comparison groups. It was also found that low absence while in Follow Through enhanced the performance of children with prekindergarten experience. (Author/GDC)

1163 ED 164 618

Vincenzi, Harry Hoffman, Stuart

Evaluation of Alternative Programs, 1977-1978. Report #7819.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Oct 78

Note—99p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, Individualized Programs, *Nontraditional Education, Program Development, *Program Evaluation

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA

Alternative educational programs were offered in the Philadelphia, Pennsylvania school district to help students whose needs were not being met through the regular programs. Of 29 alternative programs evaluated, 27 were fully implemented, one was partially implemented, and one was not implemented. The programs included: (1) disruptive behavior or truant programs; (2) individualized programs; (3) career training; and (4) general alternatives. Evaluations were conducted at one of two levels, according to priorities and budget restrictions–eleven programs received full evaluation services, and eighteen others received minimal services. Minimal evaluation services involved fewer site visits and emphasized the determination of program implementation. Evaluation criteria were based on California Achievement Test scores, attendance, behavior, and performance ratings. Data on the racial composition of each program were also obtained. Average daily attendance for program students was 82%, and the number of behavior problems was reduced. Achievement data generally indicated that alternative students improved at least at the same rate as students in traditional programs. Moreover, the alternative programs provided options which were unobtainable in a traditional school. Each program summary includes description, history, objectives, implementation, outcomes, attainment of objectives, and conclusions. (Author/GDC)

1164 ED 164 766

Uzzell, Geraldine

Career Education Program Newark, New Jersey. Annual Report, 1975-1976.

Newark Board of Education, N.J.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—G007502350

Grant—554AH50593

Note—72p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Attendance, *Career Awareness, Career Choice, *Career Counseling, *Career Education, *Career Exploration, Community Involvement, Elementary Secondary Education, Job Placement, Learning Motivation, Parent Participation, Program Effectiveness, *Program Evaluation, Self Concept, Vocational Education

Identifiers—Education Amendments 1974, New Jersey (Newark)

The Newark (New Jersey) career education program (K-12) was based on three components: elementary–career awareness; junior high–career exploration; and senior high–career guidance and placement. An external evaluation by Fred Streit Associates assessed the attainment of behavioral objectives specified for the program's components to utilize career education to increase student academic achievement and career information from data collected on reading and math achievement test scores, attendance, vocational choice, teacher perception of classroom behavior, and teacher opinion of program effectiveness. When the pre- and post-test scores of program students were compared to those of non-program students, the results were as follow: that program students showed increases in vocational area knowledge, improvement in locus of control scores, increases in career awareness, and improvement in ability to make realistic career choices. Attendance and math and reading achievement showed no improvement for participants. Program teachers perceived an improved difference in classroom behavior of participants; however, no control group or similar rating was done by nonprogram teachers in their classes. (Major activities of each component are described, with copies of sample activities appended.) (MF)

1165 ED 164 772

Project EPIC. Educational Preparation for Involvement in Careers. Career Education Demonstration. K-12 Low Income Students. Final Report, 1975-1976.

Jefferson County Public Schools, Louisville, Ky. Office of Career Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Grant—G007503402

Note—423p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 713-716, ED 114 586 and ED 120 411

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Career Planning, Community Involvement, Curriculum Development, Decision Making Skills, *Economically Disadvantaged, Elementary Secondary Education, Experiential Learning, Low Income Groups, Program Administration, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, Self Concept, Surveys, Tables (Data), *Urban Schools, Vocational Education, Work Attitudes

Identifiers—Education Amendments 1974

Project EPIC (Educational Preparation for Involvement in Careers) was designed for the needs of low income, inner city students (K-12). The curriculum was divided into three phases: awareness (focusing on a basic foundation in the areas of academics, work, self concept, decision making, and community for grades K-6); exploration (focusing on additional skill training, hands on experiences, greater self analysis; and in-depth exploration of jobs for grades 7-9); and preparation (focusing on the selection of job or educational preparation programs and further skill training and occupational exploration for grades 10-14). A product evaluation was conducted to assess the student outcomes in the following categories: (1) knowledge of occupations/job clusters; (2) knowledge of career concepts; (3) decision-making skills; (4) improved self concept; (5) career planning; (6) school as preparation; and (7) identifying desirable work habits. Overall, survey and test results indicated that most students met or surpassed the established criterion in each category, with some exceptions in category 5. A process evaluation was conducted to insure a detailed description of the installation/implementation of the program and to provide a monitoring system to detect deficiencies in the design or implementation. This was accomplished through the use of Management Information System and several teacher questionnaires, interviews, surveys, and classroom observations. (A major part of this document contains appended materials, including product and process evaluation data and instruments.) (BM)

1166 ED 166 228

Evaluation of Title I ESEA Projects, 1977-1978. Abstracts: Report #7876.

Philadelphia School District, Pa Office of Research and Evaluation.

Pub Date—Aug 78

Note—144p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bilingual Education, *Compensatory Education, *Educational Assessment, Elementary Secondary Education, Private School Aid, Program Descriptions, *Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, School Community Relationship, Social Sciences, *Summer Programs, Urban Schools

Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

Evaluation of 33 Elementary Secondary Education Act Title I projects, together with 14 summer components, in the Philadelphia, Pennsylvania school system are summarized. After the summary, each of the projects are described separately. The project reports include identification and descriptive data followed by comments on observed activities, attainment of objectives, and impact. The summer component reports provide comments on goals set, activities employed to attain the goals, goals attained, goals not attained, and changes suggested by project administrators. The six project categories are: (1) comprehensive reading; (2) comprehensive mathematics; (3) programs for limited English-speaking-ability pupils; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (Author/CTM)

1167 ED 166 240

Bortin, Barbara H.

Milwaukee Bilingual Education Program 1977-1978. (ESEA Title VII Bilingual Grant # G 007507202).

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date—78

Note—138p.; For related document, see ED 135 823 ; Page 139 is in Spanish

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education, *Educational Assessment, Elementary Secondary Education, Language Skills, Mathematics, *Multicultural Education, Parent Attitudes, Program Descriptions, *Program Evaluation, Reading Achievement, *Spanish Speaking, Student Attitudes, Typewriting

Identifiers—Elementary Secondary Education Act Title VII, Milwaukee Public Schools WI, Wisconsin (Milwaukee)

This evaluation report describes the outcomes of the third year of an ESEA Title VII continuation grant to refine an exemplary bilingual/bicultural kindergarten-primary prototype program and to develop three new secondary subjects: English for Latinos, Bilingual Typing, and Career Orientation. The 1,004 pupils in the 1976-77 program varied in language dominance from monolingual English through bilingualism to monolingual Spanish. For these pupils in a "developmental" model, bilingual teachers presented the regular curricula in both Spanish and English in a program emphasizing Hispanic culture. The bilingual/bicultural program and the evaluation design are described. Results are presented for kindergarten, English reading, Spanish reading, bilingual language skills, mathematics, secondary school programs, English for Latinos, and bilingual typing. Additional studies include attitudes toward school, a parent survey, a bilingual typing survey, a modified cloze test for Spanish reading comprehension, a census of limited-English-speaking pupils, and evaluation of a preservice workshop. (Author/CTM)

1168 ED 166 259

Evaluation of Title IV-C ESEA Projects, 1977-1978. Annual Report. Report #7909.

Philadelphia School District, Pa Office of Research and Evaluation.

Pub Date—Nov 78

Note—98p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, Educational Objectives, *Educational Programs, Elementary Secondary Education, *Nontraditional Education, *Program Evaluation, School Districts

Identifiers—Elementary Secondary Education Act Title IV C, Pennslyvania (Philadelphia), *Philadelphia School District PA

Reports of fourteen program descriptions and evaluations are presented. All but two were produced by the Department of Federal Evaluation Resource Services, a model state evaluation project. The projects varied in purpose; budget; grades served; and number of students, teachers, and administrators participating. Reports vary in detail from one to twelve pages. Project titles are: (1) Academics Plus Model School (achievement gains on California Achievement Test); (2) Building Bridges (public and non-public school cooperation in enrichment activities); (3) Consumer Affairs Education Service (curriculum development); (4) District Six Alternative Program; (5) Edison Project (dropout prevention); (6) Environmental Education Alternative; (7) Mainstreaming; (8) MERIT (reading improvement); (9) Performing Arts; (10) Preparatory Seven (basic skills development); (11) School for All Ages (cross-age interaction, adult education, mastery learning); (12) Skill Development Center (mainstreaming); (13) Tutor Corps; and (14) Video Cassette Library. (CP)

1169 ED 166 422

An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Contract—0589-AA-NS-0-7-6A

Note—117p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Education, Basic Skills, *Career Development, *Career Education, Experiential Learning, *Individualized Programs, Program Development, Program Effectiveness, *Program Evaluation, Resource Centers, Secondary Education, Sex Fairness

Identifiers—District of Columbia, *Experience Based Career Education, Far West Laboratory for Educational R and D CA

A third-party evaluation of the District of Columbia Experience Based Career Education Program (D.C. EBCE) was conducted in 1978. The program involved tenth- and eleventh-grade students in an individualized program of study that included academic instruction and career development opportunities. Using the Context, Input, Process, and Product (CIPP) design, the evaluation determined the program's success in meeting its goals, which included gaining support of administration and parents; implementation, in terms of management, staff, and effectiveness of the resource site; academic quality; career development; and sex equity. Evaluation instruments included the Everyday Skills Test (reading and mathematics), the Career Maturity Inventory, and the Tennessee Self Concept Scale. These were administered on a pretest-posttest basis along with a writing skill test. Interviews and questionnaires were administered to advisory council members, staff, administrators, parents, and students. Additional information was obtained from records, documents, and observations. The conclusions drawn from these findings were as follow: (1) D.C. EBCE is reaching its goals and is supported by school administration, the community, and parents; (2) more development of resource sites is recommended for future years; (3) the D.C. EBCE's academic program is sound; (4) much progress has occurred in the area of career development; and (5) the Far West Laboratory model adapts well in the Washington, D.C., environment. (Data tables and sample questionnaires are included.) (CT)

1170 ED 166 772

Improving Instruction Through Supervision. Evaluation Report 1977-78.

Contemporary Associates, Inc., Washington, D.C.; District of Columbia Public Schools, Washington, D.C.

Pub Date—78

Contract—0511-AA-NS-0-8-GA

Note—116p.; Some appendices may be marginally legible

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, Adoption (Ideas), Educational Administration, Educational Research, Elementary Secondary Education, Inservice Education, *Instructional Improvement, *Professional Continuing Education, Program Descriptions, Program Evaluation, Questionnaires, Tables (Data), *Teacher Supervision

Identifiers—District of Columbia Public Schools, Improving Instruction Through Supervision

This evaluation report presents the accomplishments of the Improving Instruction Through Supervision Project since its implementation, with specific emphasis on 1977-78. The project was undertaken in Region VI of the District of Columbia Schools and was designed to improve the skills of administrators in supervising teachers. The program is based on the clinical supervision model that emphasizes a supportive and nonthreatening approach to supervision. Several methods of evaluation were used including examination of records, viewing of video tapes of practice, peer evaluation in conferences, a final exam for teacher participants, and a questionnaire of teacher opinion. A synthesis of these methods revealed a large number of findings concerning the program. Results indicate that the basic prerequisites for program implementation have been accomplished. All Region VI administrators and 153 Region VI teachers have been trained. The plans for each school have been formulated. All schools have moved progressively to implementation of the clinical model. Subsequent evaluations must be structured to monitor and document changes in affective behavior of school administrators and teachers and affective and cognitive behavior of students. A lengthy appendix presents measurement instruments and additional data. (Author/JM)

1171 ED 166 889

Ehrlich, Virginia Z.

The Astor Program for Gifted Children: Pre-Kindergarten Through Grade Three.

Columbia Univ., New York, N.Y. Teachers College.; New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Vincent Astor Foundation, New York, N.Y.

Pub Date—Oct 78

Note—268p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Curriculum, *Gifted, *Preschool Education, Program Administration, Program Descriptions, Program Development, Program Evaluation, *Resource Centers, Talent Identification

Identifiers—*Astor Program for Gifted Children

The report presents a summative evaluation of the Astor Program for Gifted Children, which developed a resource center and also implemented a "host school" concept for intellectually gifted preschoolers in New York City. The program director's tasks in coordinating a resource center are discussed, including involving policy makers at high levels of authority, public relations, information and consultant services, and citywide conferences and training institutes. Some guidelines for the functions of a resource center are also presented. The program's planning and administration are discussed in terms of teacher selection – which gets a special focus in a later section – selecting participating districts and schools, and some early problems. Pupil selection is reviewed, along with various background data on the participating students and their families. The curriculum itself is examined, including the standard skills, special interest topics, and individual talents it covered, as well as character development and personal growth. The evidence is said to indicate, among other things, that the Astor Program fostered significant gains in student achievement, specifically in the areas of work knowledge, reading, and mathematics, and in love of learning and enthusiasm for school. Various forms, questionnaires, and lists are appended. (DLS)

1172 ED 167 114

Muser, Arthur L., And Others

Highline Public Schools Computer-Assisted Instruction Project: A Program to Meet Disadvantaged Students' Individual Needs for Basic Skill Development: Final Report.

Highline Public Schools, Seattle, Wash.

Pub Date—30 Jun 77

Note—114p.; Parts marginally legible due to print quality

Pub Type— Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Arithmetic, *Basic Skills, *Computer Assisted Instruction, *Economically Disadvantaged, *Educationally Disadvantaged, Language Skills, Nontraditional Education, Parent Attitudes, *Program Effectiveness, Program Evaluation, Reading Skills, Secondary Education, Skill Development, Student Attitudes, Teacher Attitudes

This description of a computer-assisted instruction project, which provides an alternative approach to individual instruction in basic skills for economically and educationally disadvantaged students at the secondary level, includes the results of evaluations conducted at the end of each of three school years. Instruction in priority areas–arithmetic, language arts, and reading–was administered to students severely deficient in one or more skill areas in a different manner within each school. Management and student outcome objectives were evaluated by written documentation and data on student pre- and posttests. Data indicate that student use was excellent during the 1974-1975 school year, outcome objectives were met, and response by students, parents, and faculty was generally positive. Management and student outcome objectives in the second year of implementation met or exceeded expectations, student and teacher involvement increased remarkably, and student, parent, and faculty attitudes were especially positive. Objective data for the third year of operation produced the most outstanding results, indicating that the program was highly successful and that computer-assisted instruction is a viable method of building basic skills with eligible students. (CWM)

1173 ED 167 581

Muraschiello, Richard F. Prusso, Kenneth W.

Prekindergarten Head Start Evaluation. Year End Report. 1977-1978. Report No. 7916.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Oct 78

Note—73p.; Parts may be marginally legible due to type

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, Classroom Observation Techniques, *Compensatory Education, Disadvantaged Youth, *Educational Methods, Educational Objectives, Federal Programs, Parent Participation, *Preschool Education, Program Evaluation, School Health Services, Social Services, Staff Development

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, Project Head Start

The Prekindergarten Head Start (PKHS) program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). All program components: education, social service, health and nutrition, staff development, and parent involvement performed as expected. Data from classroom observations indicate activities involving the following developmental categories were most often addressed: social interaction/rapport, language/vocabulary, and fine motor manipulation. A comparison of the developmental status (as reported on the Developmental Behavior Checklist) of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than the total prekindergarten population. Seventy-four percent of the PKHS population received physical exams and developmental histories. Social service workers made 6,030 family contacts focusing on attendance and recruitment. Approximately 85% of the PKHS Instructional staff attended staff development workshops. Respondents indicated that the workshops had greatest impact in two areas: basic skills and suspected child abuse and neglect. Seventy-eight percent of 565 parents attended at least one meeting, activity, or workshop during the year. All data collection instruments are appended. (Author/CP)

1174 ED 167 582

Final Evaluation Report 1976-77. Systemwide Evaluation. Publication Number: 76.70.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Jul 77

Note—127p.; For related document, see TM 008 301; Not available in hard copy due to marginal legibility of original document

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Gains, *Basic Skills, Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, Mathematics, National Norms, Program Descriptions, Reading Achievement, Surveys, Tables (Data), *Testing Programs, Test Results

Identifiers—*Austin Independent School District TX, Texas (Austin)

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report describes the systemwide evaluation data for the school year 1976-77, which demonstrate improved performance in the basic skills areas of reading and mathematics, including reading in other subject areas. The results are presented in detail. Overall, achievement in the basic skills was shown to have improved over the previous year. (Author/CTM)

1175 ED 167 583

Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Jun 77

Note—378p.; For related document, see TM 008 300; Not available in hard copy due to marginal legibility of original document

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, *Basic Skills, *Educational Assessment, Elementary Secondary Education, Mathematics, National Norms, Program Descriptions, Reading Achievement, Surveys, Tables (Data), *Testing Programs, Test Results

Identifiers—*Austin Independent School District, TX, Boehm Test of Basic Concepts, Metropolitan Readiness Tests, Sequential Tests of Educational Progress, Texas (Austin)

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report consists of four appendices, one for each of four test batteries: California Achievement Tests, Sequential Tests of Educational Progress, Boehm Tests of Basic Concepts, and Metropolitan Readiness Tests. Data are provided in detail. Brief comments describe the meaning of the results, compare scores with the previous year, and identify strengths and weaknesses in the school program. (CTM)

1176 ED 167 584

Final Evaluation Report. 1976-1977 Project P.A.V.E. Evaluation. Publication Number: 76.57.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 77

Note—60p.; Best copy available

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Career Counseling, Counseling Effectiveness, *Educational Assessment, Educational Objectives, High Schools, Program Descriptions, Program Development, Program Evaluation, *Special Education, *Vocational Education

Identifiers—*Project PAVE

Project P.A.V.E., serving senior high schools in Texas, focused on four areas crucial to the education of handicapped students: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. This report describes the administrative arrangements of the program, and evaluates the results of the program for 1976-77, largely in comparison with stated goals and with the previous year. The evaluation focused on the viability of the program and efforts to systematize decision making. Twenty-five out of 27 activity objectives were successfully implemented during this year. (CTM)

1177 ED 167 585

Final Technical Report 1976-1977. State Compensatory Education: Publication Number: 76.60.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 77

Note—278p.; For related document, see TM 008 306 ; Parts marginally legible due to print quality; Best copy available

Pub Type— Reports - Evaluative (142) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Basic Skills, Bilingual Education, *Compensatory Education, Elementary Secondary Education, Evaluation Criteria, Federal Programs, *Program Attitudes, *Program Development, Program Evaluation, Questionnaires, *State Programs, Surveys

Identifiers—Texas

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning–including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Evaluation focused on thirty decision questions. This document describes test administration, and tabulates the results of the sixteen instruments used to collect data regarding these questions. Two of the instruments were standardized tests (California Achievement Tests and Boehm Test of Basic Concepts). The remaining instruments were developed by the school district to interview, survey, or observe principals, teachers, students, and other SCE personnel. Some of the instruments are included, and the evaluation questions relevant to each instrument are discussed. (CP)

1178 ED 167 586

Final Evaluation Report 1976-77. State Compensatory Education. Publication Number 76.61.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 77

Note—132p.; For related document, see TM 008 305; Some tables may not be legible due to small print size in original document

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Basic Skills, *Compensatory Education, Elementary Secondary Education, Institutional Characteristics, *Program Attitudes, Program Descriptions, *Program Development, Program Evaluation, School Involvement, *State Programs

Identifiers—Elementary Secondary Education Act

Title I, Texas

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills, (2) bilingual education, and (3) planning–including specification of competencies for grades K-6, Title I model program development, and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Because of the diversity of programs planned by the ten schools in the basic skills component and the four schools participating in the bilingual component, the SCE evaluation was not objectives-based; instead, it focused on thirty decision questions regarding the program's potential for generalization to other funding sources and other schools, since refunding of SCE was unlikely. Most of the questions addressed the planning of SCE programs and staff development workshops, implementation (in general and by individual schools), and the role of area directors and instructors. Several questions dealt with academic achievement as measured by the California Achievement Tests and the Boehm Test of Basic Concepts. The remaining questions involved attendance, student attitudes, and use of SCE instructional materials. (CP)

1179 **ED 167 593**
Felix, Joseph L.
Commitment to Instructional Clients for R&E in the Cincinnati School System.
Pub Date—[Mar 78]
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, *Evaluators, *Institutional Autonomy, Models, Needs Assessment, Program Evaluation, Public Schools, School Districts, *Staff Role
Identifiers—*Cincinnati Public Schools OH, *Context Input Process Product Evaluation Model, Ohio (Cincinnati)

Beginning in 1970, the Cincinnati Public Schools experienced a shift in emphasis from centralized evaluation to local school program development and evaluation. Three functional models currently operate to evaluate three programs: Title I, alternative integration, and disadvantaged students. Each is distinguished by the level of trust existing between local school and central administration. The models conform to Stufflebeam's CIPP model which involves four evaluation stages: (1) context (needs assessment); (2) input (selecting alternatives for meeting goals); (3) process (implementing the program); and (4) product (evaluating goals). The Local School Evaluator (LSE) is a centrally based but locally functioning specialist whose services can be explained within the CIPP framework. Process-product services include interpreting basic skill mastery reports, Title I school profiles, and data from alternative programs. Context-input services include standardized test item analyses, interpreting the annual school and community survey, and comparing results to previous years. (Author/CP)

1180 **ED 167 613**
Raiwetz, Mark J.
The Effects of Budget Reductions on Program Evaluation in a Large Urban School System: Providing Services Beyond Resources.
Pub Date—Mar 78
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Financial Problems, *Job Layoff, *Problem Solving, Program Evaluation, *Research Coordinating Units, School Community Relationship, School Districts, *School District Spending
Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

To examine Philadelphia's 1977 school budget crisis, a chronology of events–from receipt of the proposed budget to final court approval–is listed. Many parties were involved within the school district and in the community. Frequently, one or more parties blamed other parties for creating the problem. Directors of each of the five service components in Philadelphia's Office of Research and Evaluation prepared statements detailing the impact of budget restrictions, particularly staff layoff, on their respective divisions. The five components are: administrative and survey research, testing, federal evaluation, priority operations, and instructional research and development. Directors reported that the main effects of the budget crisis were low morale, unfulfilled potential, and interruption of program evaluations and report production. Recognizing that the budget crisis is a perennial problem, the Small Project Assessment Service was initiated to provide directors of projects with limited funds and with technical expertise from the Office of Research and Evaluation. While the Service needs some revision, the concept is a good one–especially in financially troubled times. (CP)

1181 **ED 167 631**
Cunningham, Claude H.
An Evaluation of Houston's Magnet School Program.
Pub Date—Mar 78
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association, (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Achievement Gains, Blacks, Desegregation Litigation, *Magnet Schools, Mexican Americans, *Nontraditional Education, *Program Attitudes, Program Descriptions, *Program Evaluation, *School Desegregation, Student Recruitment, Teacher Integration, Whites
Identifiers—Houston Independent School District TX, Texas (Houston)

A project-wide evaluation of the Houston, Texas magnet school program indicated that it successfully implemented four court-defined desegregation goals: (1) fewer schools which are 90% or more white or combined black and Mexican-American; (2) fewer students who attend such schools; (3) free transportation for magnet school students; and (4) an ethnically balanced instructional staff. Data reported by the 50 individual magnet schools and substantiated by program audits and site visits indicate that the program provided high quality alternative educational programs which attracted students from all geographic and ethnic sectors of the district. The programs represent grades pre-K through 12. Of the 231 proposed objectives, 36 were not accomplished. Some of these objectives were in areas of primary concern, such as recruitment and enrollment, overall academic achievement, and achievement in the magnet schools's specialty area. Achievement gains on magnet campuses were significantly greater than on non-magnet campuses, for grades 3 to 4; there were no significant differences at other grade levels. Responses of 2,931 students, parents, teachers, and administrators were not overwhelmingly positive toward the program; many respondents felt the public had inadequate information. The Magnet Program was, however, much more successful than previous district integration plans–freedom of choice, school pairing, and the Singleton ratio. (CP)

1182 **ED 168 772**
Holley, Freda M.
Evaluation Design 1977-78. ESEA Title I Migrant Program November 15, 1977. Publication No. 77-10.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—15 Nov 77
Note—44p.; Small print may be marginally legible
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Bilingual Education, *Data Collection, *Educational Assessment, *Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Information Sources, *Migrant Education, Parent Participation, Program Descriptions, Program Evaluation, Staff Development, Student Recruitment
Identifiers—*Austin Independent School District TX, *Elementary Secondary Education Act Title I Migrant

Evaluation of the Austin Independent School District Elementary and Secondary Education Act (ESEA) Title I Migrant Program involves collecting and disseminating information relevant to eleven decision questions addressing both the system and program levels. At the system level are questions of whether the district should have a migrant program and how coordination with other programs should be improved. Nine program level questions are concerned with such subjects as changes in academic areas and expansion or modification of ancillary services, recruitment procedures, parental involvement programs, and staff development. Three basic types of data are required: needs assessment, process, and outcome data. This document summarizes the information sources for each area covered by the evaluation. An overview of each decision question includes evaluative questions and objectives, information sources for the data needed, and the date the information is due. Another portion of the document summarizes information sources on migrant students, i.e., various tests, teacher reports, interviews and numerous forms and questionnaires. Also included are a timetable listing the data to be collected by various school personnel, a description of the program itself, and a table entitled "Evaluation Time Resources Allocation Summary." (DS)

1183 **ED 169 077**
Evaluation of Title I ESEA Projects, 1977-1978: Technical Reports. Report Number 7877.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Oct 78
Note—218p.; For related document, See TM 008 203
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Academic Achievement, Annual Reports, Bilingual Education, *Compensatory Education, *Educational Assessment, Elementary Secondary Education, Private School Aid, Program Descriptions, *Program Evaluation, Pupil Personnel Services, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, School Community Relationship, Social Sciences, *Summer Programs, Urban Schools
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

Technical reports of projects funded under the Elementary and Secondary Education Act Title I and summer components of the projects in the Philadelphia, Pennsylvania school system are presented. Following a summary statement, each project is described separately and contains information on the project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of objectives. Summer program components focused on students in various institutions for neglected and delinquent children. Information for each component includes goals set, activities employed to attain goals, goals attained, goals not attained, and changes suggested by project administrators. Title I programs were divided into six categories: (1) comprehensive reading; (2) comprehensive mathematics; (3) programs for limited English-speaking-ability children; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (MH)

1184 **ED 169 080**
Final Evaluation Report, 1976-77. ESEA Title I Program. Publication Number: 76.63.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 77
Note—141p.
Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Attendance Patterns, Basic Skills, *Compensatory Education, Elementary Secondary Education, Expectation, Guidance Programs, Identification, Institutional Characteristics, *Low Achievement, *Needs Assessment, Parent Participation, Parochial Schools, *Program Administration, *Program Evaluation, Reading Instruction, Staff Utilization, Student Evaluation, Student Needs
Identifiers—Austin Independent School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Austin's Title I program provided 6,300 students with supplemental reading instruction, guidance and counseling, and parent involvement services. The evaluation focused upon answering and providing supporting data for two system-level and twelve program-level decision questions; forty-one evaluation findings were reported. Supporting data were collected from classroom observation, questionnaires for teachers, parents, principals, and Title I staff, student records, and standarized tests. The majority of Title I students achieved below the national norms for reading and mathematics at all grade levels except first, and fell progressively behind through the fifth grade. Needs were identified in the areas of reading and mathematics achievement and attendance. Coordination of Title I activities with other compensatory programs was minimal. The program's use of school staff and parents did not produce improved achievement. No answer was available about the best grade level for delivery of Title I services. The methods for identifying Title I schools and students were successful in locating schools with the lowest average achievement, and students within those schools with the lowest achievement levels. Teacher expectation was either unrelated to student achievement or unmeasurable through questionnaires. (Program descriptions and characteristics of the participating schools are provided). (CP)

1185 ED 169 124
Reed, Vincent E.
The Evaluation System: Description, History, and Status Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Dec 78
Note—35p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Board of Education Policy, Curriculum Evaluation, Data Collection, *Educational Assessment, Elementary Education, *Evaluation Criteria, *Evaluation Methods, Field Studies, Information Dissemination, Pilot Projects, Program Descriptions, Reading Programs, Student Characteristics, *Student Evaluation, Test Results
Identifiers—District of Columbia Public Schools, *LAAAA

The philosophy of the District of Columbia Public School System is that evaluation should help to determine what was intended, what was done, and what was the result. It should contribute to improvement and should involve students, staff, and parents. Two essential components of the District's evaluation system are the data bank and field studies. The data bank includes files on fall pretest results, the reading curriculum; classroom and student characteristics; and spring post testing. The field studies provide data which can be used to identify programs of interest, compare groups, or locate students for followup study–data about attitudes, teaching methods, parent participation, etc. The development of the evaluation system began in 1969; by 1975, 44 elementary schools were involved in the data collection. The schools were provided with feedback in the following areas: characteristics of students in reading programs, comparison of schools within a region; teacher turnover; student attendance; and characteristics of entire classes. Additional data analyses are planned for the future. (GDC)

1186 ED 169 491
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part 1A Summary.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Jan 79
Note—49p.; For related document, see CS 004 753
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Data Collection, Elementary Education, *Reading Achievement, *Reading Improvement, *Reading Programs, Reading Research, *Reading Skills, *Student Evaluation
Identifiers—District of Columbia

This document, prepared by the Evaluation System of the Public Schools of the District of Columbia, summarizes the results of analyses of factors affecting reading achievement for elementary students for the year 1976-77. It also provides comparisons with results obtained from analyses of the 1975-76 data. It includes the purpose and scope of the study, including objectives, data collection and data, limitations, and definitions; some benchmark characteristics of classes and reading programs including percentage of pretest and posttest reading objectives mastered, number of levels of prescriptive reading tests used in classes, class size, average absences of students, class holding rate, percentages of males and females, and types of reading programs; factors affecting the achievement of reading in classes; factors affecting interest in reading in classes; initial evaluation of selected types of reading programs; and conclusions, including reading achievement and testing, interest in reading, and evaluation of selected types of reading programs. Appended are replicas of the classroom/student background form and of the reading program form. (TJ)

1187 ED 169 492
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IIA Technical Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Mar 79
Note—203p.; For related document, see CS 004 752; A number of pages in the appendixes may not reproduce well due to small or light type
Pub Type— Reports - Research (143) — Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Data Collection, Elementary Education, Program Evaluation, *Reading Achievement, *Reading Improvement, *Reading Programs, Reading Research, *Reading Skills, Research Reports, *Student Evaluation
Identifiers—District of Columbia

This document, prepared by the Evaluation System of the Public Schools of the District of Columbia, is the technical report of the results of analyses of factors affecting reading achievement for elementary students for the year 1976-77. The chapters include a discussion of the purpose and scope of the study; the methodology used; characteristics of the 1976-77 classes; results based on regression analyses, evaluations of reading programs in each grade level; and conclusions concerning reading achievement and testing, interest in reading, and evaluation of selected types of reading programs. Included are replicas of the classroom/-student background form and the reading program form. (TJ)

1188 ED 170 370
House, Gary D.
A Comparison of Title I Achievement Results Obtained Under USOE Models A1, C1 and a Mixed Model.
Pub Date—12 Apr 79
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Achievement Gains, Age Differences, Arithmetic, Comparative Analysis, Educationally Disadvantaged, Elementary Education, *Equated Scores, *Evaluation Methods, *Mathematical Models, Program Effectiveness, Reading Comprehension, *Remedial Programs, Research Design, Research Reports, Statistical Analysis, *Test Interpretation
Identifiers—*Elementary Secondary Education Act Title I, Missouri (Saint Louis), Saint Louis Public Schools MO

The equivalency of achievement results obtained under Title I evaluation models A1 and C1 was examined. Data were reading comprehension and arithmetic scores on the Iowa Tests of Basic Skills, administered to fourth, sixth, and eighth grade students in St. Louis, Missouri. The St. Louis Public Schools had traditionally used Model A1, a pretest-post test design in which the pretest is not used for selection. Model C1 is the regression-projection model in which only data on students identified as eligible and served by a program are used to assess the impact of Title I programs against a statistical expectation. The expectation is derived from a no-treatment group containing pupils who were eligible, but scored above the cutting score for selection, and were not served by the program. Results indicated, among other findings, that Model C1 produced higher estimates at grade 4, while Model A1 produced higher estimates at grades 6 and 8. The results also raised questions about the selection criteria used to identify program participants. Although the models were not found to be different, definite conclusions could not be drawn about their equivalence. (Two brief post hoc studies, using non-Title I pupils and a mixed model, are appended). (GDC)

1189 ED 170 384
Loveridge, Robert L. And Others
Parent Perceptions of Magnet Schools as a Method of Desegregation.
Pub Date—31 Mar 78
Note—19p.; Appendices may be marginally legible due to small print; Paper presented at the annual meeting of the American Education Research Association (Toronto, Canada, March 27-31, 1978)
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Busing, *Bus Transportation, *Educational Quality, Elementary Secondary Education, *Magnet Schools, *Nontraditional Education, *Parent Attitudes, Private Schools, Public Schools, Questionnaires, Racial Factors, *School Desegregation, Surveys
Identifiers—*Missouri (Saint Louis)

Presented in this report are the findings of two surveys which were administered to parents of children attending magnet schools in St. Louis. Results of the surveys, the Magnet/Pilot Parent Questionnaire and the Parent Participation Questionnaire are used to illustrate: (1) how parent participation differed in magnet, other (non-magnet) public schools, and non-public schools; (2) how magnet schools were viewed as a means of desegregation; (3) how satisfied parents were with the quality of the magnet schools; and (4) what differences existed between the perceptions of black and white parents, and parents of bussed and non-bussed children. It is pointed out that the results of the surveys indicate that if educational alternatives such as magnet schools are used, parents of the school community will become more involved in educational processes and be more satisfied with the education their children are receiving. It is also pointed out that this increased satisfaction and involvement occur independently of race and does not appear to be negatively influenced by busing. Tables showing statistical results gathered from the two questionnaires and samples of the questionnaires are appended. (Author/EB)

1190 ED 170 469
Denton, William T. Kleck, Wil
K-12 Urban Career Education Infusion Project. Final Evaluation
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Report No.—SE77-049-8-7
Pub Date—Aug 77
Note—38p.; For a related document see CE 019 353
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Blacks, *Career Education, Community Attitudes, Curriculum Development, Demonstration Programs, Elementary Secondary Education, *Fused Curriculum, Needs Assessment, Program Attitudes, *Program Effectiveness, Program Evaluation, School Community Relationship, Staff Development, *Student Needs, *Urban Schools
Identifiers—Dallas Independent School District TX, Texas (Dallas)

The K-12 Urban Career Education Infusion Project of the Dallas (Texas) Independent School District focused on fourteen schools located in the East Oak Cliff Subdistrict, a predominantly (98%) black community. Conducted in two phases, the project attempted to demonstrate that through infusing career education into the existing curriculum, trained teachers can influence academic achievement of students. Specific activities of the first year included the following: conduct a comprehensive needs assessment; implement inservice training for 25% of the school staff; adapt/adopt/develop curriculum modules to be infused into the existing curricula; increase community awareness and involvement in the schools; and develop a comprehensive evaluation design for the second phase of the project. For the needs assessment, a 10% random sample stratified by grade was used to obtain data from students in grades 7-12. To obtain information relative to student needs in grades K-6, all elementary teachers were surveyed. Other surveys included all educators in the fourteen experimental schools, intact community groups, and principals. Participants in the fifteen staff development workshops were included in the staff development evaluation, and project staff members provided necessary information for the evaluation of the curriculum identification/development effort and implementation procedures. (Evaluation results are summarized for each survey or component.) (BM)

1191 ED 170 470
Denton, William T.
K-12 Urban Career Education Infusion Project Needs Assessment.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Report No.—SE77-049-6-7
Pub Date—May 77
Note—83p.; For a related document see CE 019 352
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, Blacks, *Career Education, Community Attitudes, Demonstration Programs, *Educational Objectives, Elementary Secondary Education, *Measurement Instruments, *Needs Assessment, Program Attitudes, Questionnaires, *Student Needs, Surveys, *Urban Schools
Identifiers—Dallas Independent School District TX, Texas (Dallas)

A career education needs assessment conducted by the Dallas (Texas) Independent School District focused on fourteen schools (K-12) located in the East Oak Cliff Subdistrict, a predominantly (98%) black urban community. Work already completed by the Partners in Career Education (PCE) project, in which the District was a participant, was used for the foundation of the needs assessment. The 177 basic learner outcomes identified by PCE were divided into nine learner outcome categories across grade levels K-12. Instruments developed by PCE (including a community survey, building level educators survey, and 9-12 survey) were used in the needs assessment with some modifications. In addition, two instruments were developed and used by the project evaluation staff (a middle school survey and elementary school survey). The community and educator respondents were highly supportive of the basic tenents of career education. Secondary school students seemed to relate well to the career education knowledge instrument, although there were needs exhibited in each of the learner outcome categories. The greatest need was in the area of economic factors influencing careers, skills in human relations, and career information. Middle school students demonstrated many of the same characteristics as secondary students. Based on the elementary school survey, the highest priority learner outcomes were those that could be regarded as desirable for a good student and worker. To determine academic needs, achievement tests were given in grades 2, 4, 6, 8, 9, and 12. (Survey instruments are appended). (BM)

1192 ED 170 576
Crawford, George Miskel, Cecil
Experience Based Career Education at Wichita East High School: A Third-Party Evaluation for Year Two, 1977-78.
Spons Agency—Wichita Public Schools, Kans.
Pub Date—30 Jun 78
Note—42p.; For a related document see ED 150 285 ; Research conducted by the Office of Career Education
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Career Awareness, *Career Education, Educational Objectives, Evaluation Methods, *Experiential Learning, *Program Attitudes, *Program Effectiveness, *Program Evaluation, *Program Improvement, Secondary Education, Self Esteem, Sex Discrimination
Identifiers—*Experience Based Career Education

A third-party evaluation was conducted to assess the second year's operation of the Experience Based Career Education (EBCE) program at Wichita (Kansas) High School East. The program proposal contained fourteen process objectives and twelve outcome objectives. The status of the process objective achievement was determined by interviewing program personnel and examining project records. Outcome objectives were assessed by administering several instruments. A pretest-posttest design was used to evaluate the attainment of the outcome objectives associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering check list/open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Three site visits were also made. A change in program structure also was evaluated. Students were allowed to enroll in the EBCE program for the entire school year, the first semester, or the second semester. The objective measures of the achievement of EBCE program objectives revealed only minor differences between EBCE and control groups, which are suggestive of marginal achievement of objectives. The third-party assessment labeled the program a success and cited improvement made in formerly problematic areas identified by the first year's evaluation (available as ED 150 285). (The major portion of this document contains appended materials.) (BM)

1193 ED 171 438
Matuszek, Paula Haskin, Christine
Who Are the Disadvantaged and What Should We Do for Them? The Relationship of Family Variables to Achievement and Some Implications for Educational Programming. Publication No. 77.-40.
Pub Date—78
Note—20p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Ontario, 1978) ; Best copy available
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Anglo Americans, Black Students, Community Surveys, *Disadvantaged Youth, Elementary Education, *Family Characteristics, Low Achievement, *Mexican Americans, Parent Background, Performance Factors, *Predictor Variables, Questionnaires, Reading Habits, Socioeconomic Influences, *Socioeconomic Status, Surveys
Identifiers—Austin Independent School District TX, Texas (Austin)

The relationships of various different variables which had been used to define socio-economic status (SES) to achievement for second- and fifth-grade students were examined. Interviews were conducted with 533 parents across the Austin Independent School District to obtain information on job status, age, income, education, attitude toward education, amount of reading in the home, mobility, time spent watching TV, relationships with the school, and the child's preschool, day care and kindergarten experiences. Phone interviews were conducted: those parents not reached by phone were interviewed in person. The initial analysis was a summary of the distribution of the responses. Any item for which more than 90% of the respondents answered the same was not studied further. Either a calculation of the correlation coefficients of each variable related to reading achievement or a calculation of the mean reading achievement scores and an analysis of variance was conducted for the remaining variables. Results were then merged with the achievement scores on the California Achievement Test administered the previous year. In summary, the survey indicated that for the school district, the most consistent indicators of children with lower achievement were those most "traditionally" used for SES–parental income, education, and job status. For identification of low SES students for Title I and other special programs, these measures would be the best single measures to use. None of the other variables examined was as consistently related to achievement. (NQ)

1194 ED 171 519
Diagnostic Prescriptive Arithmetic of Staten Island.
New York City Board of Education, Staten Island.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[78]
Note—19p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Diagnostic Teaching, Elementary Education, *Elementary School Mathematics, *Instruction, *Program Descriptions, Teacher Education, Validated Programs, *Workshops
Identifiers—*Diagnostic Prescriptive Arithmetic, National Diffusion Network Programs

A description of this basic arithmetic program includes an outline of its goals, features contained in a teacher's manual, task cards and supplementary resource materials, steps involved in the implementation of the program, and answers to some questions about the program. An outline of the training program is given along with a workshop schedule. Other features of the program described include visitation procedures, essential commercial materials, and adoption responsibilities. (MP)

1195 ED 171 814
Ferrara, Lynette Paller, Alan
A School-by-School Reporting System for the District of Columbia Public Schools: An Outline for Action.
Applied Urbanetics, Inc., Washington, D.C.
Spons Agency—District of Columbia Citizens for Better Public Education, Inc., Washington, D.C.
Pub Date—Jul 76
Note—154p.; For related documents, see ED 110 590, ED 158 389, UD 019 288 and UD 019 374
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Data Collection, *Educational Assessment, Educational Finance, *Educational Policy, Elementary Secondary Education, *Equalization Aid, Financial Policy, Management Information Systems, Needs Assessment, Program Descriptions, Program Development, *Public Schools, *Resource Allocation, *School Districts, Urban Schools
Identifiers—*District of Columbia

This report is concerned with improving the resource allocation system of public schools in Washington, D.C. It describes the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan. The strengths and weaknesses of existing data collection and reporting procedures are discussed. A school based reporting system which integrates existing data collection systems and provides a flexible, responsive reporting capability is described. It is argued that a school-by-school reporting system will provide the information required to assess alternative solutions to the problem of equalization of resource allocations among school building sites. An action plan to facilitate the development of a school-by-school reporting sysem tailored to the information needs of the Washington, D.C. school system is suggested. (Author/EB)

1196 **ED 171 897**

Sokol, Alvin Paul

Project ICE (Implementing Career Education). St. Louis, Missouri, Public Schools. Final Evaluation Report.

Comprehensive Evaluation Services, Inc., St. Louis, Mo.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.; Saint Louis Public Schools, Mo.

Bureau No.—554AH50133

Pub Date—Feb 77

Grant—G007502293

Note—201p.; Not available in hard copy due to faint and broken type. For related documents see ED 132 284, ED 138 786

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, Community Involvement, Curriculum Development, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Failure, Inservice Teacher Education, Instructional Materials, *Integrated Curriculum, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Success, Teacher Workshops

Identifiers—Education Amendments 1974, Missouri (Saint Louis), *Project ICE

A final evaluation (two interim evaluations were previously conducted) was made of Project ICE (Implementing Career Education), which attempted to infuse career education into elementary and secondary school curriculum in St. Louis. While the earlier evaluations concentrated on the elementary level, this third one assessed the program's operation in K-12. Areas studied were as follow: teacher training, curriculum development, community involvement, and student outcomes. Each was judged according to its success in meeting the objectives established for it in the project plan. The evaluators monitored workshops, reviewed curriculum products, conducted surveys, and administered pre- and post-tests. Fifteen target, one pilot, and fifteen non-target schools were involved, with a sample of 2,130 students being tested. It was concluded that (1) fifty-three percent of the project's objectives were met; (2) nearly two-thirds of the objectives not met were student outcomes and the project was weakest in satisfying its objectives in this area; (3) the project was well designed; (4) the inservice training program produced significant results in teachers' knowledge of career education and their attitudes toward the program; (5) classroom infusion, while varying from teacher to teacher, was generally increased, (6) written lessons/units on the high school level were produced for science, math, social studies, and communication skills; and (7) the Community Advisory Council functioned very well, and a community resource guide was published. (ELG)

1197 **ED 172 923**

Asano, Mildred M.

Report of Early Childhood Programs: Social Services 1977-1978. Report No. 7913.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Dec 78

Note—89p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Caseworkers, Day Care, *Early Childhood Education, *Educational Programs, *Intervention, Occupational Information, Parent Participation, Preschool Education, Program Descriptions, *School Social Workers, *Social Services

Identifiers—Pennsylvania (Philadelphia), *Project Follow Through, *Project Head Start

This 1977-1978 annual report of the Social Services Component of Early Childhood Programs within the School District of Philadelphia provides a description of the types and quantities of activities undertaken in five early childhood programs by the social service workers. Data were obtained from periodic reporting forms designed by the Early Childhood Evaluation Unit. The data focused on three areas of services: (1) the number of families requiring services and the number receiving assistance; (2) the frequency of contacts with families; and (3) the types of assistance provided to families. Social services were mandated in four of the five programs discussed in this report: Child Care (CC); Get Set Day Care (GS); Prekindergarten Head Start (HS); and Follow Through (FT). The fifth program, Parent Cooperative Nurseries, (PCN) was included by program request. Each program was able to attain either fully or partially its specific objectives or its performance standards. Within the programs' mandated social services, 88 social service workers made 85,181 contacts, of which 54 percent were with a parent or guardian, 35 percent were with other program personnel, and 11 percent were with community agencies. Social service workers focused primarily on admission and recruitment, children's attendance, and home-school liaison functions. Although insufficient data were obtained regarding the frequency of contacts with families in two programs (GS, FT), 85 percent of the families in the other two programs were contacted one to three times, and 15 percent were contacted four or more times a month or quarter. (Author/MP)

1198 **ED 172 928**

Prusso, Kenneth W.

Get Set Day Care: Summary Report, 1977-1978. Report No. 7943.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Dec 78

Note—61p.; For related document, see ED 164 142

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, Child Development, *Day Care, *Developmental Programs, Early Childhood Education, Elementary School Students, Family (Sociological Unit), *Health Services, Low Income, Parent Participation, Parents, Preschool Children, Program Descriptions, Program Effectiveness, *Psychological Services, Public Schools, *Social Services, *Staff Development

Identifiers—*Get Set Program, Pennsylvania (Philadephia), Project Head Start

This report summarizes results of an evaluation of the Get Set Day Care Program in the Philadelphia public schools. The program, which provides child care services to low income families, has three purposes: (1) to enable parents or other caretakers of children to work, to receive employment-related training or education, or to receive social or health services; (2) to provide children, including the developmentally handicapped, with individualized care which contributes to their development and self sufficiency; and (3) to prevent or remedy neglect, abuse or exploitation of children and adults unable to protect their own interests, or to preserve, rehabilitate or reunite families. In 1977-78 the program operated in 76 sites and served 4,200 children, primarily between the ages of 3 and 5. The aspects of the program examined and the measures employed were (1) child development (classroom observation, a developmental status checklist and the school achievement record of past participants), (2) social services (the number of social workers' contacts with staff and parents), (3) psychological services (members of referrals and services for developmental delay; speech, language and hearing difficulties; mental retardation; abuse and neglect; and medical or physical problems), (4) health services (screenings, treatment, health education and meals), (5) staff development (supervisors', teachers', assistants' and aides' perceptions of quantity and utility of on-site demonstrations and assistance) and (6) parent involvement (attendance at meetings and participation as volunteers). (Author/BH)

1199 **ED 172 987**

Arce, Aaron Sosa, Xavier

ESAA Bilingual/Bicultural Project. 1974-1975 Final Evaluation Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—F-6-132-TOA

Pub Date—30 Jun 75

Grant—OEG-6-74-1897

Note—68p.; For related documents, see ED 154 945 and 946

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Curriculum Development, Elementary Education, Enrollment, Language Arts, Language Proficiency, *Mexican Americans, *Multicultural Education, Objectives, Parent Participation, *Program Effectiveness, Reading Instruction, *Spanish Speaking, Staff Development, Teacher Aides

Identifiers—*Texas (Austin)

The 1974-75 Austin Independent School District bilingual/bicultural program was designed as a comprehensive program of bilingual (Spanish and English) education for schools with the highest concentrations of Spanish-dominant Mexican American students. Bicultural instruction was inherent in the program which used both languages for a portion of all the curriculum. On a budget of $271,530 the program served over 1400 elementary students in six schools using 6 1/2 professional staff, 20 teacher aides, and 7 support staff. Students receiving Spanish instruction met objectives regarding acquisition of basic concepts and improved language proficiency, but not Spanish reading skills. Students receiving English instruction met English reading objectives. The program met most objectives regarding staff training, supervision, materials, team teaching, and bilingual aides, but not the important objectives regarding curriculum development and parental involvement. Compared to students not in the program, students in bilingual classes learned more Spanish and as much English. It was recommended that the program be continued at all six schools and be available to all Spanish-dominant students and to those whose parents want them in a bilingual program. Other recommendations were that the position of parental involvement specialist be discontinued and that teacher training emphasize using teacher aides effectively. (SB)

1200 **ED 173 441**

Muirhead, Scott And Others

An Evaluation of the Intensive Reading Improvement Program.

Pub Date—Apr 79

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Reading, Elementary Education, Inservice Teacher Education, Program Development, *Program Evaluation, Reading Achievement, *Reading Improvement, Reading Instruction, *Reading Programs, *Teacher Role

Identifiers—Illinois (Chicago), Intensive Reading Improvement Program

The Intensive Reading Improvement Program (IRIP) was implemented in Chicago, Illinois elementary schools after standardized test results, first published in 1969, indicated the need for improvement. IRIP had four goals: to increase motivation in both students and teachers; to extend teachers' understanding of a good developmental reading program; to emphasize specific techniques for teaching reading; and to increase parent and community participation. Reading resource teachers were relieved of their regular teaching assignments, in order to receive special training for IRIP teaching. Their training consisted of sixty hours in reading theory and instructional technique. The program grew to include 203 teachers in 186 schools, with a budget exceeding three million dollars The program evaluation focused on the characteristics of selected teachers and schools: reading achievement gains; participant satisfaction regarding the teacher training, actual activities of IRIP teachers; and opinions of related staff As a result of the evaluation findings, five recommendations were made (1) revise and prioritize the guidelines for teachers' responsibilities; (2) revise the written training materials; (3) eliminate teachers' noninstructional duties, (4) monitor teacher activities, and (5) provide forums for teachers to meet and exchange ideas (GDC)

1201 ED 173 442

Reinstein, Barry J. Williams, Clifford W.

School Evaluation Studies in Portland, Oregon: A Naturalistic Inquiry Approach to School Evaluation.

Pub Date—Apr 79

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Ancillary Services, Curriculum Evaluation, Educational Environment, Educational Facilities, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluators, Field Studies, *Institutional Characteristics, *Institutional Evaluation, Instructional Programs, *Observation, *Public Schools, School Administration, School Community Relationship, *School Districts

Identifiers—Oregon (Portland), *Portland School District OR

A naturalistic inquiry approach was used for the collection and interpretation of information on the 138 schools in the Portland, Oregon school system. This approach was an in-person, field based, investigative method, and was nonobtrusive. Factors studied included description of the school and its setting; the school building and facilities; school and community; school goals, administration; curriculum and instruction; support services; and student performance. There were 25 criteria for evaluating a school. These criteria covered instructional activities and grade placement; interpersonal relationships, academic achievement measures, standards for student behavior and administrative support; community, parent, and teacher participation; and adequate educational materials and physical facilities. Characteristics of the evaluators included professional experience in education; experience with teaching materials and resources; knowledge of evaluation technique; ability to function unobstrusively and to establish good rapport with staff and students; and ability to analyze data and report findings objectively. The program process involved school selection; on-site evaluation; report preparation; and report dissemination and application. (MH)

1202 ED 173 736

Herron, William P. Kemp, Edith S.

Urban School Dropouts: Data Collection and Analysis in Philadelphia.

Pub Date—79

Note—22p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Table 1 of marginal reproducibility

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Collection, *Dropout Research, *Dropouts, Minority Groups, *Program Development, Racial Factors, *School Holding Power, Secondary Education, Sex Differences, Statistical Data, Unemployment, Urban Schools, *Urban Youth

Identifiers—Pennsylvania (Philadelphia)

In the late 1960's, educators and researchers became concerned with the dropout problem in large urban school districts. In Philadelphia, the Division of Pupil Personnel and Counseling (PPC) is responsible for collection of this data and reports this information to the state. The process has been computerized to cope with the large volume of data. The PPC file has become the basis for annual dropout reports. Four general categories of dropouts have been defined. A survey questionnaire was also developed which indicated differential patterns of dropping out by race, sex and grade, and also shows that many dropouts continue their education on a part-time basis or through the GED program. There has been an overall decline in the dropout rate over the last five years, although the majority of dropouts leave school because they are over-aged. The survey reveals differences in official records and personal reasons for leaving, however. Each time the study is conducted, 50% report unemployment, suggesting that new approaches are required to solve problems of unskilled teenage employment. The appendix includes dropout statistical tables and status surveys. (Author/BEF)

1203 ED 173 743

Boenen, Nancy

Evaluation Design 1978-79: Education for Parenthood Project.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—30 Sep 78

Note—25p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Child Rearing, Day Care, *High School Students, *Parenthood Education, Parent Role, *Program Design, Program Evaluation, Research Design, *School Community Programs, School Districts, *Secondary Education, Work Experience Programs

Identifiers—*Texas (Austin)

This booklet provides a summary of purposes and goals of the Education for Parenthood Project, along with a summary of the evaluation services to be implemented in order to effectively make decisions about funding and possible project modifications. Decision questions are outlined, and information needs are elaborated. A method for disseminating the evaluation findings is outlined, and information sources are evaluated and analyzed. There is also a list of data to be collected in the schools during each quarter of the school year, and a chart of evaluation time resources allocation. The evaluation focuses on the effectiveness of the program in meeting the needs of three groups of students: student-parents, career education students, and students in general education for parenthood courses. (PJC)

1204 ED 176 210

Improving Reading Comprehension through the Content Approach. ESEA Title IV-C. Project Termination Report.

Cincinnati Public Schools, Ohio.

Pub Date—31 Oct 78

Note—63p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Content Area Reading, *Inservice Teacher Education, Needs Assessment, Program Content, Program Descriptions, Programed Instruction, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Skills, Secondary Education, Teaching Methods

This report presents a description of a two-year district-wide project that was undertaken to develop a self-instructional teacher inservice training program focusing on techniques for teaching reading comprehension skills in English, science, mathematics, and the social studies at the secondary level. The various sections of the report contain a needs assessment, a statement of the project goals, a description of the project, a detailed discussion of the project outcomes, project dissemination information, conclusions and recommendations drawn from the project, and a discussion of the project phase-in in the district's schools. Appendixes contain copies of rating scales used in the project, a form for use in evaluation of teacher-written materials, a lesson framework checklist, a time allotment sheet, a classroom observation record, a trainer's report form, and evaluation report, and related correspondence. (FL)

1205 ED 176 213

McCabe, Patrick P.

Case Relationships in the Creative Oral Language of Preoperational and Concrete Operational First Graders.

Pub Date—[77]

Note—21p.; Research prepared at Hofstra University

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case (Grammar), Child Development, *Child Language, *Cognitive Development, *Developmental Stages, Discourse Analysis, Grade 1, *Language Acquisition, *Language Patterns, Language Research, Language Usage, *Oral Language, Primary Education, Story Telling

The creative oral language elicited from 45 preoperational and 40 concrete operational first grade students was analyzed to study the relationship between cognitive development and the types of case relationships produced. Each child's language was analyzed for eight noun/verb relationships, including state, process, action, experience, location, direction, duration, and instrumentals. The findings indicated that the type of language a child produces is limited by the child's cognitive capacity. The preoperational youngsters produced more static language because they were functioning with static and immobile thought. The concrete operational subjects, on the other hand, were more used to operating with dynamic thought processes, so their language reflected a more dynamic nature, such as the increased production of extranuclear sentence elements like locatives, ablatives, durations, and instrumentals. (RL)

1206 ED 176 216

Kean, Michael H. And Others

What Works in Reading? Summary and Results of a Joint School District/Federal Reserve Bank Empirical Study in Philadelphia.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—May 79

Note—67p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basal Reading, Class Size, Elementary Education, Grade 4, *Grouping (Instructional Purposes), Principals, *Reading Achievement, Reading Consultants, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, *Reading Teachers, Teaching Methods

More than 1,800 Philadelphia fourth grade students were involved in a study of reading instruction in the Philadelphia elementary schools conducted during the school year 1975-76. Four critical factors were noted as improving reading achievement in the district's elementary schools: the use of the linguistic basal approach to reading instruction, former reading professionals as principals, more time spent in the classroom during class hours by the teacher as opposed to professional or nonprofessional absences, and the use of a combination of whole class instruction and small group instruction. Some of the variables that produced no difference in reading achievement scores were the mobility of the students and busing, the amount of education and experience of the principal, the number of graduate courses in reading taken by the classroom teacher, the professional preparation and experience of the school reading teacher, the time spent on reading instruction, and the small size of classes. (MKM)

1207 ED 176 552

Ligon, Glynn And Others

Final Technical Report. ESEA Title VII Bilingual Project 1974-1975.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Jun 75

Note—490p.; Project N. S0163SA

Pub Type— Reports - Descriptive (141)

EDRS Price - MF02/PC20 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Bilingual Schools, Bilingual Students, *Educational Assessment, Educational Environment, Educational Objectives, *Educational Policy, Elementary Education, Language Dominance, Language Instruction, Language Programs, *Program Evaluation, School Districts, Second Language Learning, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *Elementary Secondary Education Act Title VII

This Bilingual Project reviewed here included 2,406 students in grades kindergarten through 6 on 16 campuses in 3 types of project schools. Student outcomes are viewed in relation to the instructional processes conducted and the inputs provided through project resources. All this is considered within the context of the overall instructional program. A generally high level of attainment was found for objectives related to instructional processes and project inputs. On the other hand, it was found that development of local curriculum units did not occur, and that parent volunteers were frequently not present during classroom instructional time. In addition to the measurement of project objectives, four areas of special interest were investigated. Results of these studies showed that: (1) students receiving bilingual instruction learned more Spanish and just as much English as those students in non-bilingual classes, (2) parents who are interviewed by a community representative develop more knowledge and support of school activities; (3) Spanish is used widely in instruction, but English is used more for informal acticities; and (4) bilingual project classrooms were more task-oriented, more positive, and produced more teacher-student contact than non-project classroom on the same campus. (Author/AMH)

1208 ED 177 252
Offenberg, Robert M. And Others
Project PACT, Parent and Children Together: Evaluation of the First Year, 1977-1978.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—PSD-7911
Pub Date—Oct 78
Grant—G00770414
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Adult Education, *Adult Programs, Elementary Secondary Education, *Improvement Programs, Parent Education, *Parent Participation, *Parent Role, Parent School Relationship, Parent Student Relationship, Program Descriptions, *Program Effectiveness, *Spanish Speaking
Identifiers—*Pennsylvania (Philadelphia)

Project PACT was designed to complement a bilingual program at Potter-Thomas school by involving Hispanic parents in the education of their children. The emphasis was on improving the academic performance of Hispanic pupils by teaching their parents and other adults how to reinforce classroom instruction. At the end of the first year, there was evidence that parent participation in the summer program was associated with higher reading scores. The effect of parent participation on student behavior during the school-year program could not be determined because of external problems. However, more Hispanic adults than expected earned high school equivalency diplomas during the school-year program. In conclusion, the summer program appears to have worked well as designed and was associated with superior pupil behavior. The school-year program had some successes, but needed modifications. (Author/EB)

1209 ED 177 316
Steiger, JoAnn And Others
Literature and Secondary Data Review of the Vocational Education Equity Study. Final Report: Volume II.
Steiger, Fink, and Kosecoff, Inc., McLean, Va.
Spons Agency—American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., Office of Education (DHEW), Washington, D.C.
Report No.—AIR-66600-3/79FR(2)
Pub Date—Mar 79
Contract—300-77-0318
Note—261p.; Some of the tables in this document will not reproduce well due to small, broken type; For related documents see CE 022 751-755
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Data Collection, Educational History, Federal Legislation, Literature Reviews, Research Reports, *Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, *Vocational Education
Identifiers—Education Amendments 1976

This report provides a review of the literature and secondary data on sex discrimination and stereotyping in vocational education. Chapter 1 provides an executive summary of the findings of the review of secondary data. Chapter 2 presents findings, organized according to eighteen major topics used to guide the search for data. Some of the topics include the following: number of males and females with jobs in occupations for which vocational students are trained, male and female students' vocational competencies, and employers' satisfaction with male and female employees who graduated from vocational programs. Chapter 3 presents a review of the literature on sex role socialization. Review topics include some of the following: women in the labor force, sex fairness in education, and sex roles and career choice. Chapter 4 reviews the history of the sex fairness of the vocational education portion of the Education Amendments of 1976, presenting the specific language of relevant sections of the law and regulations. Finally, the bibliography for chapters 2 (by topic), 3, and 4 concludes the document. (JH)

1210 ED 177 317
Wheeler, Jeanette D. And Others
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—AIR-66601-3/79-FR(3)
Pub Date—Mar 79
Contract—300-77-0318
Note—240p.; Some of the tables in this document may not reproduce well due to light print; For related documents see CE 022 751-755
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Activities, Case Studies, Information Sources, Program Costs, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, *Vocational Education

Information on programs and activities which have been developed to reduce sex inequities in vocational education is provided. The document is organized into two sections: section 1 contains case studies of twelve programs selected from a nationwide search, and section 2 contains brief descriptions of twelve promising approaches to reducing sex inequity, also selected from the nationwide search. Each of the case studies includes the following components: program overview; background and development; program description, target population, staff, facilities, and activities (recruiting, instruction, support services, job development and placement, community involvement, and support); costs and funding sources; program effectiveness; program future; replicating the program; and contact person and program address. Each of the approach descriptions includes the following components: target population, purpose, idea for replication, activities, evaluation and dissemination, funding source, and contact person and address. (JH)

1211 ED 177 391
Norris, Carol A. Chan, Susy S.
Bostrom Alternative Center for Education: Interim Evaluation Report.
Phoenix Union High School District, Ariz.
Pub Date—Apr 79
Note—59p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Counseling Effectiveness, *Dropout Programs, High School Students, *Minority Groups, *Nontraditional Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Student Attitudes, Student School Relationship
Identifiers—*Bostrom Alternative Center for Education

The mid-year evaluation of the Bostrom Alternative Center for Education (BACE) during its third year of operation (1978-79) reviewed student characteristics, student termination, and results of student, parent and staff surveys. Students (N=334) attended Bostrom Center during the first semester. The academic program had the largest student enrollment (158); Life Skills (89) and GED (87) had similar size of enrollment. The majority of the students' ages ranged from 15 to 18 years old. Students were primarily Hispanic, black, and white, with a large proportion of non-white minority students. Most students had less than 10 credits earned toward graudation. About one-third of the students were dropouts for one or more years. Most of them came from schools within the Phoenix Union High School System and many had attended Bostrom Center previously. Students were referred to Bostrom through school counselors, friends, probation/parole officers. About 23% of the students were on probation/parole at the time of enrollment. By January 1979, 134 students were terminated. The dropout rate was about 22.5%. Among all terminated students, 63% withdrew for non-positive reasons; 11 obtained their GED Certificates. In general, students, parents and staff all endorsed the program as a success. Individualized support for student academic and social problems, understanding staff, small classes and self-paced learning helped change students' attitudes toward school. GED and vocational orientation in curriculum, coordination among staff members, and frequent parental contacts also facilitated student performance. (Author)

1212 ED 177 435
Whitson, Karin S. And Others
Urban CETA-Based Guidance Services.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 79
Contract—300-78-0032
Note—191p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adult Education, Adults, *Agency Cooperation, *Delivery Systems, *Guidance Programs, Models, Postsecondary Education, Program Design, Program Development, *Underemployment, *Unemployment
Identifiers—*Comprehensive Employment and Training Act

These materials are designed to provide a framework for the planning of guidance services for underemployed and unemployed urban adults. Part 1 contains research resulus, literature reviews and case study site visit reports which were conducted as segments of the study on urban CETA-based guidance services. Part 2 examines the role of cooperative relationships among agencies such as the National Alliance of Business, the U.S. Department of Labor and the U.S. Office of Education in improving the delivery of guidance services to CETA participants. Part 3 focuses on the service components of an adult guidance model including intake and assessment, the importance of information accuracy and depth, career guidance techniques, placement and referral, and peer counseling. The appendices contain a review of CETA and Youth and Employment Demonstration Project Act legislation as well as an annotated bibliography of resources for program planning and implementaion. (Author/HLM)

1213 ED 177 516
Higher Horizons 100, 1978-1979: Hartford Moves Ahead: An Evaluative Report.
Hartford Public Schools, Conn.
Pub Date—79
Note—49p., For related documents, see ED 058 345, ED 068 618, ED 098 267, and ED 120 294
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, Attendance Patterns, *Educationally Disadvantaged, High Schools, Junior High Schools, Mathematics, *Program Effectiveness, *Program Evaluation, *Reading Achievement, Secondary Education, Student Attitudes, *Student Improvement, *Supplementary Education

During its fourteenth year, the Hartford (Connecticut) school district's Higher Horizons 100 Program (HH100), a supplementary program providing groups of 100 educationally disadvantaged students with an integrated academic, cultural, and counseling program, produced a series of substantial student gains. In all but one instance, fall to spring scores on reading and mathematics achievement tests showed gains that were statistically significant. These gain levels produced changes in relative percentile standings ranging from 5 to 36 points. In addition to achievement test gains, HH100 students produced attendance patterns substantially higher than those expected for their host school and grade. These gains ranged from 3.2% to 16.9% above projected levels. While it was not determined whether HH100 students improved their attitudes toward themselves and their schools, the attitudes themselves were highly positive. (Author/RL)

1214 ED 177 729
Arsulich, Michael
Discipline: A Review of Selected Literature.
San Diego County Dept. of Education, Calif.
Pub Date—Nov 79
Note—23p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Change, *Change Strategies, Corporal Punishment, *Delinquency Causes, Discipline Policy, *Discipline Problems, Elementary Secondary Education, Literature Reviews, Problem Solving, School Security, *School Vandalism, *Student School Relationship, *Violence

The nature of school discipline problems has changed over the past few decades. In the 1950s, teachers thought that fighting, stealing, and disrespect toward authority were the most serious forms of student misbehavior. Violent assaults on teachers and pupils, gang warfare, burglary, extortion, and destruction of school property are included among the discipline problems of today. The existence of these problems is well documented. Some of the causes, as suggested by research studies, are peer and gang influences, televised aggression, and poor home conditions. Negative school experiences considered as causal factors include large classes, incompetent and indifferent teachers, lack of authority in the schools, and irrelevant curriculum. Some measures that research findings indicate may help solve the problems are teaching school personnel alternative classroom instructional and management techniques; involving students, parents, and the community in developing corrective measures; strong leadership by principals; and rules of conduct that are specific, publicized, and enforced. (Author/MLF)

1215 ED 177 855
Weibly, Gary And Others
Evaluation Design, 1978-1979. Local/State Bilingual Education Evaluation.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note—38p.; Small print may be marginally legible
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, *Bilingual Education, Cognitive Objectives, Community Programs, Educational Assessment, *Educational Objectives, Elementary Education, Elementary School Teachers, English (Second Language), *Evaluation Methods, Language Skills, *Program Evaluation, Screening Tests, Spanish, *State Programs, Student Evaluation
Identifiers—*Austin Independent School District, Bilingual Education Act 1968, *Bilingual Programs, Elementary Secondary Education Act Title VII

The evaluation design of the 1978-79 local/state bilingual education program of Austin Independent School District is presented. The primary focus of the evaluation is the assessment of the objectives in language development and concept development submitted to the Texas Education Agency. A secondary focus is the collection of information related to the limited English speaking ability (LESA) student identification process. The collection, compilation, and reporting of the data is a significant portion of the evaluation effort. Evaluation questions concerning the new identification procedure include: (1) How many students did the 1978-79 LESA identification procedure identify as compared to past years that used other identification procedures? and (2) How may students qualify to exit from the bilingual program by the end of the 1978-79 school year? A second accountability-type question concerns what type of bilingual program the Austin school district should have. The levels of attainment for each of the project objectives are presented, and a listing is included of all schools in the program and the distribution of resource teachers, other teachers assigned to the bilingual program, and aides. Information needs for project evaluation and the appropriate information sources are outlined, and information is presented on dissemination activities, data to be collected in the schools, and the allocation of time for project activities by staff members. (SW)

1216 ED 177 861
Weibly, Gary And Others
Evaluation Design, 1978-1979. ESEA Title VII Bilingual Program.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note—40p.; Small print may be marginally legible
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, *Bilingual Education, Cultural Background, *Curriculum Development, Demonstration Programs, Educational Objectives, Elementary Education, English (Second Language), Evaluation Methods, Federal Aid, *Federal Programs, Inservice Teacher Education, Instructional Materials, Language Skills, Parent Participation, Parent School Relationship, Preservice Teacher Education, *Program Evaluation, Spanish, Student Evaluation, *Teacher Education
Identifiers—*Austin Independent School District, Bilingual Education Act 1968, *Bilingual Programs, Elementary Secondary Education Act Title VII

A summary is presented of the Austin Independent School District's demonstration bilingual project, which is funded under Title VII of the Elementary and Secondary Education Act. The purpose of the five-year project is (1) to build up the district's capacity to implement bilingual education through staff development, curriculum development, and parental involvement, and (2) to demonstrate the effectiveness of selected processes in staff development and parental involvement. The instructional component is designed to provide bilingual instructional activities in language arts, reading, and math. The staff development component is responsible for developing preservice and inservice training for bilingual program personnel. In the curriculum development component, special emphasis is placed on the identification and adaptation of culturally relevant instructional materials. The parental involvement component focuses on assisting schools in developing and implementing programs that will lead to improved school-home relations. Program evaluation objectives, decision questions, information needs, dissemination activities, information sources, and data to be collected in the schools are summarized. (SW)

1217 ED 178 260
Totusek, Patsy F. And Others
Evaluation Design: ESEA Title I Migrant Program. Publication No. 79.03.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note—85p.; Not available in paper copy due to small print size
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ancillary Services, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Instructional Programs, *Migrant Education, Migrant Health Services, Needs Assessment, *Objectives, Parent Participation, Preschool Education, Program Design, *Program Evaluation, Public Schools

Operating on a budget of $845,745, the 1979-80 Austin Independent School District Title I Migrant Program for current and former migrant children at preschool through high school levels centers around student recruitment and parental involvement, a pending at-home program for children aged 2-3, a pre-K through 12 instructional program, and health and clothing support services. Program evaluation will involve two major activities: (1) the production of a Final Report Summary and a Final Technical Report, which will present decision information regarding the continuance and/or modification of the program's instructional and other components; and (2) the production of an Annual Evaluation Report for the Texas Education Agency, documenting the achievement of program objectives regarding academic achievement, parental involvement, and meeting the health and clothing needs of migrant students. These reports will require needs assessment, process, and outcome data from numerous sources, all of which are cross referenced. The evaluation design includes a complete information dissemination schedule and an evaluation time resources allocation plan. (SB)

1218 ED 178 610
Kippel, Gary M. And Others
Improving Schools Through Research: The New York City Public School Accountability Program.
Pub Date—Apr 79
Note—34p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, Educational Assessment, *Educational Improvement, Educational Trends, Elementary Education, *Improvement Programs, Minimum Competency Testing, *Program Development, Public Schools, *Reading Achievement, Reading Tests, Success, Testing Programs
Identifiers—LAAAA, New York (New York), Test Score Decline

A research project was developed for New York City public schools to improve student achievement based on analysis of school performance and subsequent development of corrective action evaluated within a framework of accountability. The program was composed of: (1) participation in the decision making process by various special interest groups; (2) analysis of standardized achievement test data; (3) identification of exceptional schools; (4) diagnosis of school variables and conditions; and (5) development, implementation, and evaluation of corrective plans. Preliminary data were obtained from a 62-school sample. The accountability program was initiated and included a citywide computerized database of reading achievement test data for students in grades 2 through 5, and the construction of a Minimum Performance Standards Test in reading, which was directly related to the New York City public school curriculum. Exceptional schools were identified through analysis of the database and were examined to determine the educational process variables which contributed to improved student achievement. Data were reviewed by advisory committees composed of educators and parents in order to recommend improvement strategies. Accountability was defined as the responsibility to implement effective corrective action by supervisors and teachers. (MH)

1219 ED 178 883
Evaluation of Outcomes, 1977-78: An Evaluation System Report on Reading Programs and Reading Achievement; Part I - A Summary.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Aug 79
Note—56p.; For related documents, see CS 004 752-753
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Education, *Program Evaluation, *Reading Achievement, *Reading Programs, *Reading Research, Research Methodology
Identifiers—*District of Columbia

This report presents results of analyses of factors affecting reading achievement of students in grades one through six in District of Columbia schools as measured by the percentage of objectives mastered on the Prescriptive Reading Test (PRT) and by students' interest in reading for the year 1977-78. It also contains descriptive information about the students, classes, and reading programs for that year. In addition, it provides some brief comparisons with results obtained from analyses of data collected in 1975-76 and 1976-77 and offers conclusions and recommendations based on the three years of data and analyses. Changes across the years are noted and discussed. Appendixes contain data gathering instruments used in the study and a list of participant schools. (FL)

1220 ED 179 324
Friedman, Myron And Others
ESEA Title I Migrant Program. Final Technical Report. June 30, 1979.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 79
Note—660p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Bilingual Education, Comparative Analysis, Early Childhood Education, *Educational Assessment, Elementary Secondary Education, Followup Studies, *Migrant Education, *Migrant Health Services, Parent Associations, Parent Participation, Program Descriptions, Program Effectiveness, *Program Evaluation, Questionnaires, School Health Services, Teacher Evaluation, Teacher Qualifications
Identifiers—*Elementary Secondary Education Act Title I, Migrant Education Amendment, Texas (Austin)

A comprehensive evaluation of Austin Independent School District's Migrant Program for 1978-79, this document identifies program accomplishments and areas where further action is needed and provides extensive documents supporting the decision and evaluation questions published in the project evaluation design. Academic achievement of students at several levels (pre-K-12) and delivery of health services to 90% of the migrant pre-K students are among the positive findings summarized. Supervision of migrant teachers, implementation of diagnostic-prescriptive teaching approach, and standardization of the quality of programs in grades 6-12 are areas requiring action. Appendices contain detailed information on achievement testing procedures and results, migrant attendance, type and amount of instruction received by migrant students, clothing purchases, health services, and parent advisory committees. Interviews with teachers, administrators, and migrant parents are reported; concerns were each group's knowledge of the range of services provided by the Migrant Program, satisfaction with the program, and perceived needs. Migrant teacher performance is discussed and favorably compared to performance of locally funded teachers. (JH)

1221 ED 179 556
Chissom, Brad S. McLean, James E.
Talents Unlimited Program. Technical Report Summarizing Research Findings.
Mobile County Public Schools, Ala.
Pub Date—Mar 79
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Ability, Cognitive Ability, Communication Skills, Creativity, Criterion Referenced Tests, Decision Making, *Educational Innovation, Elementary Secondary Education, Planning, Prediction, Productive Thinking, *Program Effectiveness, Research Reports, *Special Programs, *Talent, Talent Identification, Test Results, *Validated Programs
Identifiers—Elementary Secondary Education Act Title III, National Diffusion Network Programs, *Project Talents Unlimited

Talents Unlimited (TU) is an educational program based in Mobile, Alabama, and developed under an Elementary Secondary Education Act Title III grant. The program was validated nationally over three years and is now part of the National Diffusion Network. Six areas of talent were identified: productive thinking; forecasting; decision making; planning; communication; and academic ability. Changes in students in grades one through six were measured by a series of ten specially developed criterion referenced tests and achievement tests. Programs were also developed and tested, in other school districts, for talented students in elementary and secondary grades. Overall results showed significant differences between the experimental groups involved in the TU program and the control groups. Currently, over 70 groups are involved in TU programs. (MH)

1222 ED 179 564
Russell, Dale Plakos, John
Developing a Pupil Assessment System for Proficiency-Based Instructional Programs.
Los Angeles County Superintendent of Schools, Calif.
Pub Date—Sep 77
Note—98p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Standards, Accountability, Achievement Tests, *Competency Based Education, *Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Educational Philosophy, Educational Testing, Elementary Secondary Education, Guides, Measurement Techniques, *Program Development, Test Construction, *Testing Programs, Test Results, Test Selection

A method of developing measurement instruments to assess academic achievement in proficiency-based education is presented. Materials and exercises are sequenced to correspond to major activities which must be completed in developing local assessment systems. The exercises contained in this workshop guide have been field tested and can be followed by both large and small districts. The method is comprised of ten steps: (1) establishing a school philosophy; (2) identifying educational goals; (3) developing performance objectives for each goal; (4) identifying pupils' skills to be assessed; (5) selecting or constructing measurement instruments; (6) setting performance standards; (7) developing procedures for monitoring student proficiencies and reporting data; (8) implementing the assessment procedures and collecting data; (9) making decisions about students' needs based on the data; and (10) adjusting curricula and programs according to the evaluation results. Test validity and test reliability are also discussed. (MH)

1223 ED 179 565
Russell, Dale And Others
Developing a Workable Needs Assessment Process.
Los Angeles County Superintendent of Schools, Calif.
Pub Date—77
Note—85p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Problems, Data Collection, Decision Making, *Educational Assessment, Educational Needs, *Educational Objectives, *Educational Planning, Educational Problems, Elementary Secondary Education, Guidelines, Guides, Information Needs, Models, *Needs Assessment, Program Design, *Program Development, Program Evaluation, Questionnaires, School Community Relationship, Superintendents, Test Construction

Needs assessment is defined as the contrast between present and desired conditions. To determine needs for educational program planning, a cooperative effort is recommended, involving parents, students, community members, teachers, and administrators. This training guide was developed for inservice training on implementing the concepts and practices involved in needs assessment. Fifteen steps are described: (1) determining the scope and possible outcomes of the program; (2) establishing decision rules; (3) stating goals for each component; (4) assigning priorities to the goals; (5) conceptualizing the data collection process; (6) obtaining measurement instruments; (7) obtaining the superintendent's approval; (8) collecting, summarizing, and reporting the data; (9) setting final performance standards; (10) determining needs; (11) determining the priorities among needs; (12) determining the feasibility of the desired program; (13) identifying the possible causes of existing weaknesses; (14) developing program objectives and activities; and (15) reviewing the proposed programs. The described needs assessment procedure is followed by stating the program; and using the evaluation data for decisionmaking and for future needs assessment. Exercises include selecting and ranking goals; selecting a needs assessment model; and questionnaire development. A bibliography is appended. (MH)

1224 ED 179 566
Oral Language Proficiency Scale. ESOL Placement Interview. Guidelines. Revised.
Dade County Board of Public Instruction, Miami, Fla.
Pub Date—78
Note—14p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cubans, Educational Testing, Elementary Secondary Education, *English (Second Language), *Individual Testing, Interviews, *Language Proficiency, Language Skills, *Language Tests, Screening Tests, Spanish Speaking, Speech Skills, *Student Placement, Tests
Identifiers—*ESOL Placement Interview, *Oral Language Proficiency Scale

The Oral Language Proficiency Scale is used to determine initial placement of Spanish-speaking students in English as a second language (ESOL) programs, at one of five ESOL proficiency levels. Proficiency is assessed in four areas: oral comprehension, grammar, pronunciation, and vocabulary. The scale is based on student responses to a 20-question individual interview; the first eight are intended to put the student at ease, while the remainder measure language proficiency. (This document contains the Oral Language Proficiency Scale; the ESOL Placement Interviews, Elementary and Secondary Level; and directions for administering and scoring.) (CP)

1225 ED 179 609
Scott, Elois M. Skeen
Buffalo Public Schools Spanish-English Program Evaluation 1977-1978.
Pub Date—[79]
Note—23p.; For related documents see UD 019 673-676 and UD 019 712-713
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, *Bilingual Education, *Compensatory Education, Cooperative Programs, Coordination, *Educational Improvement, Elementary Secondary Education, *Federal Programs, Inservice Teacher Education, *Program Effectiveness, *Program Evaluation, Teacher Aides, Teacher Attitudes
Identifiers—*Elementary Secondary Education Act Title I, New York (Buffalo)

This evaluation report presents the results of a survey of staff members participating in a Title I bilingual education program in Buffalo. Included are the questions that were asked of bilingual teaching personnel and bilingual aides during the course of the evaluation. Specific issues addressed include the value of inservice programs, student selection criteria, student characteristics, classroom management, program coordination, and staff responsibilities. A discussion of each question summarizes the opinions of the staff members about the program and its impact. Recommendations made by the staff members and observations and recommendations made by the evaluator concerning the effectiveness and improvement of the program are outlined. (EB)

1226 ED 179 663
Hunt, Neen, Ed. Holt, Ben, Ed.
The Dropout Report: Number of Dropouts, Current Responses, Recommendations.
New York City Public Schools, Brooklyn, N.Y.
Pub Date—16 Oct 79
Note—58p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrator Responsibility, Dropout Prevention, *Dropout Programs, *Dropouts, *Educational Policy, Failure, *School Responsibility, Secondary Education, *Teacher Responsibility
Identifiers—*New York (New York)

Despite the difficulty inherent in counting dropouts, it can be estimated that about 45 percent of the ninth graders in New York City public high schools drop out before completing their high school education. These dropouts, characteristically, have experienced academic failure and will probably continue to experience failure after they leave school. Several studies help to explain why students drop out. Reasons include academic failure, boredom, alienation or lack of motivation, personal or home problems, and language difficulties. The school system itself also contributes to the problem by not responding adequately to the vulnerable student. Some programs do exist for preventing students from leaving school and assisting dropouts to return. There is a need for more of these programs in the lower grades, however, and for more extensive services in the high schools. The Chancellor's attendance and promotional policies, the High School Division outreach policy, a Board-wide task force on Regents Competency Tests, and a new high school admissions policy are changes which should be able to reduce the dropout rate. In addition, a number of new programs that would help to identify future dropouts and bring past dropouts back into the educational system could be immediately implemented. (Author/GC)

1227 ED 179 673
Williams, Georgia
School Resegregation: Residential and School Process Study; A Collaborative Leadership Planning/Training Project. Executive Summary, Third Year Report: 1978-79.
Berkeley Unified School District, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.
Pub Date—79
Contract—400-76-0104
Note—75p.; Not available in paper copy due to reproduction quality of original document; Attachments A and B may be marginally legible
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Blacks, Desegregation Plans, Elementary Secondary Education, Leadership, *Leadership Training, Minority Groups, Models, *Program Descriptions, Racial Composition, Residential Patterns, *School Community Relationship, *School Desegregation, *School Resegregation
Identifiers—*California (Berkeley)

This is the final report of a research project designed to develop a model for leadership in school desegregation. The model was to be based on a collaborative process involving city and school decision makers in Berkeley, California. As part of background information, the racial composition of the Berkeley Unified School District is described. The history of school desegregation in Berkeley, including a tendency toward resegregation since 1972, is reviewed. Activities of the leadership planning/training project, designed to explore and reverse the resegregation process, are outlined and major findings for each of the three years of the project are presented. Numerous shortcomings of the project are mentioned, including the absence of participation of the University of California and of other sectors of the community, gaps in general data and in information on groups other than blacks and whites, and insufficient dialogue regarding dissemination and analysis of previous project reports. Nontheless, it is held that the model developed is viable and exportable to other communities for the purpose of providing leadership training for top city/school dicision makers. Appended to the reports are data on student enrollment in Berkeley, achievement test results, as well as excerpts from previous project reports. (GC)

1228 ED 179 674
McDermott, M. Joan
Criminal Victimization in Urban Schools. Applications of the National Crime Survey Victimization and Attitude Data.
Criminal Justice Research Center, Albany, N.Y.
Spons Agency—National Criminal Justice Information and Statistics Service (Dept. of Justice/-LEAA), Washington, D.C.
Report No.—NCJ-56396; SD-VAD-8
Pub Date—79
Grant—75-SS-99-6029
Note—56p.; Appendix C (Questionnaire) may be marginally legible
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Crime, Elementary Secondary Education, Rape, *School Security, Statistical Data, Stealing, Surveys, *Urban Schools, *Violence

Victimization data from 26 American cities surveyed in 1974 and 1975 are used in this study to examine personal victimizations–rapes, robberies, assaults, and larcenies–that occurred in urban schools. Findings of the study include the following: (1) 270,000 personal victimizations were reported to have occurred inside schools over the course of a year; (2) most of the in-school crime was either petty theft or assault resulting in minor injury to the victim, and weapons were rarely used; (3) 78% of in-school victimizations were reported by students; (4) most of the in-school offenders were perceived by their victims to be young males of black or other minority races; (5) nine out of ten of the in-school victimizations suffered by students and four out of five of those suffered by teachers and others were not reported to the police. (Author/RLV)

1229 ED 180 101
Martin, Andrew And Others
Supervising the Development and Presentation of a Pilot Program to Reduce Sex-Role Stereotyping in Dallas Public Schools.
Pub Date—30 Mar 79
Note—169p.; Group Practicum, Nova University; Occasional pages may not reproduce clearly
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Secondary Education, Pilot Projects, Program Descriptions, Questionnaires, *Sex Discrimination, Sex Fairness, *Sex Role, *Sex Stereotypes, *Student Attitudes, Student Behavior, *Teacher Attitudes, *Workshops

This paper describes a project to increase staff and student awareness of sex-role stereotyping and to decrease sexist practices of students and teachers. Workshops were held in one school as a pilot for the project and subsequently in seven other rather typical elementary schools in the Dallas (Texas) Independent School District. Prior to the workshops, all professional staff members who were to participate responded to an attitudinal questionnaire to determine their level of sex bias. The two to four hour workshops consisted of films, questionnaires, and small group activities aimed at uncovering sex-role stereotyping. Posttests indicated a significant decrease in sex bias. The behavioral goals of the program were to reduce the ratio of girls to boys involved in disciplinary procedures by 15 percent; to decrease the divergence between the grades of boys and girls by 15 percent; to raise the level of integration of boys and girls into physical education programs by 10 percent; and to raise the number of boys participating in choral programs by 5 percent. (Author/JM)

1230 ED 180 141
Laten, Sherry Katz, Gwynne
A Theoretical Model for Assessment of Adolescents: The Ecological/Behavioral Approach.
Madison Public Schools, Wis. Dept. of Specialized Educational Services.
Pub Date—Jun 75
Note—77p.
Pub Type— Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adolescents, *Behavior, Conceptual Schemes, *Emotional Disturbances, *Environmental Influences, Models, *Psychological Evaluation, Research Reviews (Publications), *Social Influences

The paper discusses an ecological model of assessment (i.e., one which examines the interaction between the child and his environment) and how it might be used with emotionally disturbed adolescents. A literature review focuses on current trends in assessment; the origins of the ecological perspective; and the ecological perspective in the school environment, in special education in general, and in the special education of adolescents. Research in the areas of ecological assessment, behavioral-ecological assessment, and behavioral-ecological programing is also reviewed. Some theoretical considerations for an ecological assessment model are discussed, including delineating the primary environments in which the child operates, and determining where there is a "poor fit" between child and environment which has led to the referral. An extended example is used to illustrate the ecological-behavioral assessment of adolescents, using an assessment model that is divided into five major phases: referral, expectations of the child's behavior, behavioral descriptions, summary of data, and establishment of reasonable expectations. (DLS)

1231 ED 180 221
Do, Dinh Tuan And Others
Biology: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—131p.
Language—Vietnamese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Education, Bilingual Education, *Biological Sciences, *Biology, *English (Second Language), *Indochinese, Science Curriculum, Science Materials, Secondary Education, Secondary School Science, Study Guides, *Supplementary Reading Materials, *Textbooks, Units of Study, *Vietnamese
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in biology is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts. (1) basic concepts, and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

1232 ED 180 222
Do. Dinh Tuan And Others
U.S. History: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—111p.
Language—Vietnamese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Education, *American History, Bilingual Education, *English (Second Language), History Instruction, *Indochinese, Secondary Education, Study Guides, *Supplementary Reading Materials, *Textbooks, *United States History, *Vietnamese, Vocabulary
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in United States history is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

1233 ED 180 223
Do. Dinh Tuan And Others
Physics: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 76
Note—133p.
Language—Vietnamese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Education, Bilingual Education, *English (Second Language), *Indochinese, Physical Sciences, *Physics, Science Curriculum, *Science Instruction, Science Materials, Scientific Concepts, Secondary Education, Secondary School Science, Study Guides, *Supplementary Reading Materials, *Textbooks, Units of Study, *Vietnamese, Vocabulary
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in physics is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended [illegible] the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

1234 ED 180 224
Do. Dinh Tuan And Others
Mathematics: A Vietnamese Supplement. A High School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—146p.
Language—Vietnamese; English
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Education, Bilingual Education, English (Second Language), *Geometric Concepts, *Geometry, *Indochinese, *Mathematical Vocabulary, *Mathematics, Secondary Education, *Secondary School Mathematics, Study Guides, Supplementary Reading Materials, Textbooks, *Vietnamese
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in mathematics is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but it is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) geometry postulates and theorems in both Vietnamese and English; and (2) a glossary of technical terms. (Author/AMH)

1235 ED 181 033
Maraschiello, Richard
Longitudinal Analysis of Follow Through Participants, 1968-69 through 1977-78. Report Number 7971.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 79
Note—70p.
Pub Type— Reports - Research (143) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Achievement Gains, Attendance, *Compensatory Education, Early Experience, Elementary School Mathematics, Elementary Secondary Education, *Longitudinal Studies, Models, *Preschool Education, *Program Effectiveness, Reading Achievement, Research Reports, *Teaching Methods
Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA, *Project Follow Through

A longitudinal analysis was conducted of school performance by children enrolled in kindergarten between 1968 and 1978. The total Follow Through Program was studied, as well as each of the seven teaching models, focusing on achievement, school experience type, absence, and prekindergarten data. A base-year and a later year were identified for each comparison. The percentages of children remaining at or above the 50th percentile, nationally, in reading and mathematics achievement were compared for Follow Through versus the non-Follow Through comparison group. Data indicated that only the Educational Development Center Model had a consistent positive, long-term effect on children's post-program achievement (grades 4-9). Two models appeared to have a positive effect on children's achievement during program years: the Behavior Analysis Model and the Philadelphia Process Model. The Follow Through Program, studied as a single unit, appeared to have a positive effect on mathematics achievement during both program and post-program years. Prekindergarten experience or low absence rate appeared to have a long-term positive effect on mathematics achievement participating in four of the seven models. (Author/GDC)

1236 ED 181 057
Johnson, Lary Pearson, Diane
Fundamental Schools in the Minneapolis School System: An Evaluation 1978-79.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date—Aug 79
Note—105p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Achievement Gains, *Basic Skills, Conventional Instruction, Curriculum Design, Discipline, Elementary Education, Elementary Schools, Homework, Institutional Evaluation, National Norms, *Parent Attitudes, Parent Participation, *Program Evaluation, *School Attitudes, Student Attitudes, Teacher Attitudes, Test Results, *Traditional Schools
Identifiers—Back to Basics Schools, *Fundamental Schools, *Minneapolis Public Schools MN, Minnesota (Minneapolis)

Three fundamentals schools in Minneapolis, Minnesota were evaluated using parent, student, and teacher surveys, standardized test results, and enrollment records. Parents reported their reasons for choosing the school–the most popular reasons were its emphasis on reading, arithmetic, writing, discipline, self-contained classrooms, citizenship, and character development. Parents were generally satisfied with homework load, opportunity for involvement with teachers, their children's progress, and communication about this progress; 75% planned to enroll their children the following year. Attitudes varied widely among the three schools, but students and teachers as a group were less enthusiastic than were parents. Teachers in one school were dissatisfied with parental involvement, discipline policy, and homework completion. All schools exceeded the gains expected by a national norm group, on standardized reading and mathematics tests. (Test results and response rates of selected survey questions are included.) (CP)

1237 ED 181 066
1977-78 Evaluation Findings. Publication Number: 77.59.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Jul 78
Note—332p.
Pub Type— Reference Materials - Bibliographies (131) — Reports - General (140)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Academic Achievement, Annotated Bibliographies, Annual Reports, Basic Skills, Bilingual Education, Compensatory Education, *Educational Assessment, Elementary Secondary Education, Extracurricular Activities, *Federal Programs, Low Income Groups, Migrant Education, Minimum Competency Testing, Parenthood Education, Parent Participation, *Program Evaluation, *Research Projects, *School Districts, Special Education, Vocational Education
Identifiers—*Austin School District TX, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, Emergency School Aid Act 1972, Texas (Austin)

Summaries are presented of all research and evaluation work conducted by the Austin Independent School District during the 1977-78 school year. Summaries are divided into the following areas: 1978 at a glance; district priorities; basic skills achievement; systemwide achievement profiles; low socioeconomic status (SES) achievement; professional personnel evaluation; minimum competency; local/state bilingual; Elementary Secondary Education Act (ESEA) Title I; ESEA Title I migrant; ESEA Title VII bilingual; state compensatory education; Emergency School Aid Act (ESAA) basic; ESAA pilot; education for parenthood pilot; Project Parental Involvement, Academic Achievement, Vocational Programming, and Extra-Curricular Opportunities (PAVE); ad-hoc studies; and occasional papers, on such topics as minimum competency requirements, teacher competency testing, time use in schools, data processing systems for testing programs, and communication skills. (MH)

1238 ED 181 118

Cann, Arthur A.

E.S.E.A. Title VII-Multilingual Programs (S.U.B.E., AVANTI, HABILE), Final Report, 1977-78.

Community School District 32, Brooklyn, N.Y.

Pub Date—78

Note—89p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Bilingual Education, Elementary Schools, Elementary Secondary Education, *French, *Haitian Creole, *Italian, Junior High Schools, Mathematics, *Multicultural Education, Parent Participation, Program Evaluation, Reading, *Spanish, Staff Development, Teacher Role

Identifiers—Bilingual Education Act 1968, *New York (Brooklyn)

This evaluation covers the Spanish, Italian, and Haitian bilingual components funded through Title VII in Brooklyn, New York's Community School District 32. The three programs discussed are: (1) S.U.B.E. (Success under Spanish Bilingual Education), for grades K-6; (2) AVANTI (an approach to Italian bilingual education), for grades 1-9; and (3) HABILE (Haitian Bilingual Education), comprising both Creole and French as well as English for grades 1-8. Each program is described in terms of objectives, implementation, staffing, student participation, staff development, parent involvement, school and community activities, and evaluation procedures. Student achievement data, in the form of pre-post program test scores in reading and mathematics, are presented. It is recommended that all three programs be continued, although criticism and suggestions for improvement are noted. Consultants' resumes, evaluation forms, and observation guides are appended to the report. (GC)

1239 ED 181 119

Tilis, Howard S.

Evaluation of the 1977-1978 United States Elementary & Secondary Education Act-Title I and Impact Aid Programs in Community School District #6, New York, New York.

Community School District 6, New York, N.Y.

Pub Date—78

Note—66p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Compensatory Education, Elementary Schools, Elementary Secondary Education, *English (Second Language), Junior High Schools, *Mathematics Education, Private Schools, *Program Evaluation, Public Schools, *Reading Programs, Underachievement

Identifiers—*Elementary Secondary Education Act Title I, *New York (New York)

This evaluation focuses on the following components of New York City's District 6 Title I umbrella program: (1) a corrective reading program for grades 3-6; (2) junior high school supplementary reading labs; (3) compensatory mathematics labs for grades 3-9; (4) English as a Second Language (ESL) for Hispanic children in grades 1-9; (5) Project Striver, designed to raise the achievement level of marginal underachievers in grades 1-6; and (6) Project Success, for children functioning 3 or more years below grade level in reading and math. These programs were all present in the district's public schools. In addition, the evaluation covers: (7) a Title I reading program implemented in seven private schools in District 6. Concentrated upon are achievement data, structured observations, interviews, and the perceptions of the program by the Title I teachers and school administrators. Each component program is described in terms of target population, objectives, methods, evaluation procedures, and results. Copies of teacher surveys and collected survey responses are also included. Separate conclusions and recommendations are offered for each program. The overall effectiveness of Title I in District 6 is cited. (GC)

1240 ED 181 120

Dederick, Judith Garretson And Others

Follow Through Program 1977-1978. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 78

Note—72p.; Evaluation completed by the Center for School Development in consultation with the Office of Educational Evaluation

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Ability, *Academic Achievement, *Compensatory Education, Early Childhood Education, Health Services, *Parent Attitudes, Program Evaluation, *Self Esteem, Student Characteristics, Student School Relationship, *Teacher Attitudes

Identifiers—*Elementary Secondary Education Act Title I, New York (New York), *Project Follow Through

The report evaluates the Follow Through Program in New York City, a federally-funded early childhood program with wide-ranging services and extensive goals. This evaluation considers not only the academic achievement of students in this program but also factors such as classroom dynamics, teacher attitudes, children's self-esteem, and parental perceptions. It reports that the results of the Follow Through program were largely successful, in that students involved had positive school experiences and generally matched or exceeded the normative rate of academic growth. It is also reported that teachers and parents reacted favorably to the program. Appendices include evaluation instruments and data and analysis tables supplementary to the ones given in the main body of the text. (Author/WP)

1241 ED 181 121

Cervenka, Edward J. Cervenka, S. B.

Final Evaluation Report for the Rafael Cordero Bilingual School (At J.H.S. 45), 1977-1978, Funded Under an ESEA Title VII Grant.

Community School District 4, New York, N.Y.

Pub Date—1 Dec 78

Grant—G007503636

Note—59p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Bilingual Education, Junior High Schools, Mathematics, Multicultural Education, *Program Evaluation, Reading Programs, *Spanish Speaking, *Staff Development, Student Attitudes, Teacher Attitudes

Identifiers—*Bilingual Education Act 1968, *New York (New York)

This evaluation focuses primarily on student achievement in a Title VII bilingual/bicultural education program at Junior High School 45 in New York City's East Harlem. The program, which served approximately 325 predominantly Hispanic students in 1977-78, is described in terms of its instructional components, student grouping, evaluation procedures, and staffing. Data are presented on student achievement in English reading, Spanish reading, mathematics performance in both languages for English and Spanish dominant students, and student attitudes (achievement motivation). In addition, a staff development component of the Title VII program is described and teachers' opinions presented. It is concluded that: (1) the seventh grade English dominant group failed to achieve all of its four performance objectives; (2) the seventh grade Spanish dominant group demonstrated a mixed pattern of achievement; (3) eighth grade English dominant students, as a group, achieved their performance objectives for all areas except math in English; (4) the eighth grade Spanish dominant group achieved all of its four objectives; and (5) though staff attitudes toward the program are generally positive, there is still a need for improving training in the areas of management skills and teacher attitudes. Appended to the report are copies of instruments used in the evaluation. (GC)

1242 ED 181 123

Fox, Louise W. And Others

Bilingual-Bicultural Program, District 2, 1977-78. Final Report, Title VII.

Community School District 2, New York, N.Y.

Pub Date—78

Grant—G007604682

Note—42p.; Funded by ESEA Title VII Grant

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Asian Americans, *Bilingual Education, Bilingual Students, Bilingual Teachers, *Chinese Americans, Elementary Education, *Multicultural Education, *Spanish Speaking

Identifiers—*Bilingual Education Act 1968, *New York (New York)

This report evaluates the bilingual-bicultural program in a New York City School District where more than half the 20,000 school children are of Asian (mostly Chinese-American) or Hispanic background. The goal of the program was to provide for the linguistic and academic needs of these children and to capitalize on their native language proficiency while competency was developed in English. The following factors are analyzed: instructional activities, staff development, community and parent involvement, curriculum development, and resource centers. The involvement and attitudes of teachers in the program are reviewed, with special attention to the usefulness of college courses relating to bilingual education; and a report by an outside observer on the effectiveness of the program is included. The evaluation design and methodology are described. Tables are presented and summarized along with the conclusions reached by the evaluators on the effectiveness of the program. (WP)

1243 ED 181 124

Sanchez, Lillian L.

Final Evaluation Report, 1977-78, Title VII ESEA-Bilingual School Complex.

Community School District 8, Bronx, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—78

Grant—G007503697

Note—72p.; Not available in paper copy due to reproduction quality of original document; Pre and Post Test Data Report and principals' statements reviewing the evaluation have been deleted due to reproducibility factors

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, *Bilingual Schools, *Bilingual Students, Elementary Education, Multicultural Education, Program Descriptions, *Program Evaluation, Spanish Speaking

Identifiers—*Bilingual Education Act 1968, *New York (New York)

This report evaluates the bilingual programs at six public schools in New York City whose basic goal was the development and maintenance of proficiency in two languages, Spanish and English, in a multicultural setting. The evaluation procedure entailed interviews with supervisors, teachers, and parents as well as testing, visits to classes, and examination of training and instructional materials. The report includes detailed observations of each of the six schools with special attention to the curriculum tools used in each locale. It concludes with an evaluation of the program and recommendations for its more effective implementation. Tables of pretest and posttest data are provided. (WP)

1244 ED 181 125

Fox, Louise W. And Others

Final Report, ESEA Title VII, Program for Achievements in Chinese, English and Spanish (PACES), 1977-78.

Community School District 2, New York, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—78

Grant—G007700415

Note—39p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, *Chinese, English (Second Language), Junior High Schools, *Multicultural Education, *Non English Speaking, Program Evaluation, *Spanish Speaking, Teacher Education
Identifiers—*Bilingual Education Act 1968, New York (New York)

This report reviews the bilingual program of a New York City school district (with large concentrations of students of Chinese and Hispanic backgrounds) whose goals were the training of bilingual personnel, the development of a bilingual-bicultural curriculum, and the development of a bilingual resource center. Discussed are: the implementation of the program and evaluation plans; teacher attitudes on college training in bilingual education; and an observer report on the effectiveness of the district's bilingual program and data on instructional objectives. Conclusions and recommendations are included. (WP)

1245 ED 181 139
Gibson, Jessie M
Affective Parent Education in Philadelphia.
Philadelphia School District, Pa.
Pub Date—78
Note—15p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Black Culture, *Blacks, *Family Environment, Parent Attitudes, *Parent Education, Parenthood Education, *Parent Influence
Identifiers—Affective Education Program, Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia)

It is apparent that the family, and the parents in particular, are powerful influences on the child's learning, even before the child reaches school. The home is the place where children learn first, and the extent to which they learn later in life is determined greatly by what goes on at home. The Affective Education Program, a Title I funded program, developed the parenting aspect of the program with the black parent and child in mind. Some of the special concerns one should be attentive to when working with the black community include: (1) priorities are different-maintenance and survival are primary concerns; (2) there is a general distrust and suspicion of institutions and the people who run them; (3) there is a need for parents to share valuable insights learned through generations of living in oppression, but there also is a need to be open and flexible to new ideas in order to help the child adjust to present realities; (4) the constant bombardment of negative stimuli from a hostile society produces low expectations at school and home; (5) there is an ambiance of physical danger in the black community and educators should be aware of its effects on the parent-child relationship; (6) the incidence of teenage pregnancy is high and there should be some preparation for, and some awareness raised about, the role of parents. (Author/RLV)

1246 ED 181 144
Hunt, Neen Woods, Jerry
Interrupted Education: Students Who Drop Out.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—30 Sep 79
Note—128p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Discipline, *Dropout Attitudes, *Dropout Prevention, *Dropout Programs, *Dropouts, Elementary Secondary Education, Program Evaluation, School Holding Power, *Teacher Attitudes
Identifiers—*New York (New York)

The data for this report on school dropouts in New York City were collected by means of in-depth interviews with high school staff members, students, and dropouts. A total of 229 persons were interviewed in 53 high schools with dropout prevention programs distributed throughout the city. All respondents were asked approximately 50 open-ended questions which allowed them to comment freely on a wide variety of issues. The report is divided into four major sections. The first section discusses problems that lead to dropping out, student perceptions of dropout prevention programs, the importance of early dropout prevention, and the evidence that dropouts can be successfully remediated. Section II is subdivided into eight chapters, each discussing reasons for the dropout problem as understood by staff members in the interview sample. Included in these chapters are discussions of attendance, academic failure, and discipline. Section III presents a discussion of the common elements of successful programs and the problems which have caused some programs to be i***fective. Recommendations for elementary, middle, and high schools are presented in Section IV. (Author/RLV)

1247 ED 181 156
Williams, Georgia
School Resegregation: Residential and School Process Study. A Collaborative Leadership Planning/Training Project, Third Year: 1978-79. Final Report.
Berkeley Unified School District, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.
Pub Date—Aug 79
Contract—400-76-0104
Note—302p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 052
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Community Involvement, Court Litigation, Educational Legislation, Program Descriptions, Racial Segregation, Residential Patterns, *School Community Relationship, *School Desegregation, *School Resegregation, Staff Role
Identifiers—*California (Berkeley), Collaborative Dialog for Change in Desegregation

This report summarizes the work undertaken by the Berkeley Unified School District's (BUSD) project to define a collaborative leadership planning/-training model to combat school resegregation. In 1972, four years after full desegregation, the BUSD experienced a marked shift in the school population and its distribution. In 1976, the BUSD committed itself to cooperative action between school officials and municipal decision-makers to resist apparent resegregation trends. The first years of the three-year federally funded study witnessed the definition of the problem and the development of a collaborative hypothesis. During the second year attention was focused on the inside factors which tend to cause resegregation, such as the flight of white students to private schools, segregation of students within schools, staff ethnic patterns and staff age. Also examined were factors outside schools which could cause resegregation, such as housing patterns, employment realities, court decisions and legislation. The Collaborative Dialog for Change in Desegregation (CDCD) was developed in the project's third year. The basic assumption of CDCD was that a continuing, guided, collaborative action between schools and city decision-makers would ameliorate or avoid a natural tendency toward school resegregation. It specified the strategies and resources to be mobilized in counteracting the resegregation trend. Appended to this report are an annotated bibliography of recent literature on desegregation and resegregation, summaries of relevant court cases and legislation, and a listing of technical assistance resources. (RLV)

1248 ED 181 302
Barclay, Suzanne And Others
Employment and Schooling as Complements and Substitutes: Results for 16-19 Year Old Youths from Low-Income Households.
Abt Associates, Inc. Cambridge, Mass.
Pub Date—29 Aug 79
Note—44p.; Paper presented at the Annual Meeting of the American Sociological Association (Boston, MA, August 29, 1979).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Demography, *Disadvantaged Youth, Evaluation Methods, Family Characteristics, Interviews, Low Income Groups, Parent Attitudes, Program Evaluation, *School Attitudes, *Surveys, *Work Attitudes, Work Experience, Youth Employment, Youth Programs
Identifiers—*Youth Incentive Entitlement Pilot Projects

Before enrollment of youth began in the Youth Incentive Entitlement Pilot Projects (YIEPP) program, a survey was conducted of program eligible youth in four of the largest Entitlement areas and in four matched control sites in order to provide baseline data for an impact analysis of the YIEPP program. After probability sampling, over 120,000 households were interviewed in the eight sites, and family income eligibility as well as the presence of program eligible youth was ascertained in each case. Enumerators then returned to each of the potentially eligible households and secured lengthy interviews with the eligible youths and their parents. As a result, a data set containing information on 7,553 youths was assembled. This sample size was then narrowed to 6,415 youths which included only 16- to 19-year-olds who had not graduated from high school and who came from low-income families. This baseline survey of program-eligible youth and their parents was completed spring 1978. The survey captured information on demographic and family background characteristics which included income, income sources, and pre-program behavior with regard to schooling and work experience. It was in no way identified with the YIEPP program. Three annual waves of re-interviews are planned for this sample, and the data will be used to increase basic knowledge in the area of youth transition from school to work and adulthood and to develop the models and methods necessary for the proper impact evaluation of the program. (BM)

1249 ED 181 661
In Retrospect 1978-79: Special Education Research.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Pub Date—Oct 79
Note—130p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Career Education, Data Collection, Demography, Elementary Secondary Education, *Handicapped Children, Infants, Intervention, Program Development, *Program Evaluation, Recordkeeping, Severe Disabilities
Identifiers—Child Find, *Final Reports, Texas (Dallas)

The volume is a composite of final reports written for nine special education research and evaluation studies conducted by the Dallas (Texas) Independent School District during the 1978-79 school year. Each report includes three components: an executive summary of research or evaluation questions and responses; an abstract with information on program objectives, sampling, design, and outcomes; and "googles," brief notes on critical aspects of the study. Three program studies are covered: formation of a special education data base of demographic information, a context evaluation of the implementation and operation of the special education program, and an evaluation of Child Find services. Six special projects are included: three on KIDS (Kindling Individual Development Systems), an early intervention program for developmentally delayed and physically handicapped children 0 to 5 years old; a project for severely/profoundly handicapped students; a structured environment approach with the emotionally disturbed; and the Multiple Careers Magnet and Assessment Centers program which provided career training for mildly handicapped secondary students. (CL)

1250 ED 182 192

Achievement in Mathematics, 1977-1978, Grades One-Six. Mini-Report 79-4.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation

Pub Date—Nov 79

Note—21p.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, Attendance, Class Size, Computation, Educational Assessment, Elementary Education, *Elementary School Mathematics, Geometric Concepts, Number Concepts, Problem Solving, Set Theory, Test Interpretation, *Test Results

Using data collected in 1977-78, the Evaluation System has computed fall and spring mathematics scores on the Prescriptive Mathematics Test (PMT) for classes of students in grades one through six. In addition, relationships of performance on the PMT to class size, attendance, percent of males in the class, number of different test levels used in a class, and student turnover rate in the class, have been computed. The findings are summarized in this Mini-Report. (Author/MK)

1251 ED 182 265

Teacher Advisor Contact-Oriented Program. Hoover Middle School, Oklahoma City, Oklahoma.

Oklahoma City Public School System, Okla.

Pub Date—79

Note—25p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Leadership, Leadership Training, *Middle Schools, *Noninstructional Responsibility, School Community Relationship, *Self Concept, *Student Attitudes, *Student Teacher Relationship, *Teacher Role

Information concerning the goals and objectives of a teacher-advisor program in an Oklahoma middle school are presented, as well as an overview of the program's methods. The program is designed to foster significant and supportive relationships between students and teachers and student self-esteem through special interest classes. School-community rapport is also encouraged. The material in this report consists largely of graphics and illustrations. (LH)

1252 ED 182 373

An Analysis and Critique of the Comptroller's Report "A Survey of School System Characteristics in 22 United States Cities."

New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.

Pub Date—Sep 77

Note—34p.; Not available in paper copy due to reproduction quality of original document; Report prepared by the Project Management Unit.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Data Collection, *Educational Assessment, Elementary Secondary Education, Public Schools, *Reports, *Research Methodology, School Districts, *School Surveys, *Statistical Analysis

Identifiers—*New York (New York)

In criticizing the New York City Comptroller's Report on selected school systems in the United States, this analysis cites methodological errors in the design and execution of that work which, it is indicated here, invalidate many of the conclusions reached therein. According to this critique, the Comptroller's Report possessed a conceptually weak analytical framework, was flawed in its sample survey, was inconsistent in reporting and processing data, and made invalid comparisons of the data supplied by the different school districts. Tables are included. (Author/WP)

1253 ED 182 377

Cohen, Mary Shapiro, Richard

Report of the High School Articulation Project.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Sep 79

Note—65p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Education), Bureaucracy, *Educational Counseling, Feeder Patterns, High Schools, *Institutional Cooperation, Junior High Schools, *Program Evaluation, Racial Relations, Student Promotion

Identifiers—*New York (New York)

The administrative process related to the transition of students from intermediate or junior high school is called articulation. Articulation has several stages: identifying student interests, needs and abilities; getting information to students and parents; helping students apply to the school of their choice; informing students and parents of rejections and acceptances; checking and forwarding student records; and designing students' individual programs for the first term of high school. The primary objectives of this study of articulation in the New York City Public Schools are: (1) to identify articulation strengths and problems; and (2) to make recommendations for improving the articulation process. A major finding of this study is that many parents, students and staff are dissatisfied with articulation practices. Many feel that the process is poorly managed and unnecessarily complex. It is felt that some problems of articulation stem from racial tensions and others from the immense size of the school system and its rigid bureaucratic structure. Data analysis identified specific elements of articulation that need improvement and highlighted those features of the school system that impede the articulation process. (RLV)

1254 ED 182 386

Benedict, Annette

Title VII Bilingual-Bicultural Program, Final Evaluation Report, 1977-1978.

Community School District 23, Brooklyn, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Grant—G007604886

Note—31p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, Elementary Education, English (Second Language), Inservice Teacher Education, Multicultural Education, Non English Speaking, Parent School Relationship, *Program Descriptions, *Program Evaluation, *Spanish Speaking

Identifiers—*Bilingual Education Act 1968, *New York (New York)

After reviewing recent legal decisions on bilingual education, this report describes the goals and requirements of a bilingual program in a New York City community school district with a large number of Spanish speaking pupils, and the methods by which these goals were to be attained. The training and responsibilities of staff are discussed, with particular attention to the participation of bilingual teachers in inservice workshops. The program is evaluated and the extent to which its objectives were fulfilled is discussed. Areas evaluated include student growth in verbal and mathematical skills and cultural history, cross-cultural activities for students, parent-school rapport, and the development of a multi-media laboratory. Tables are included. (Author/WP)

1255 ED 182 387

Bozza, Leonard Pollack, Eileen

A Survey of the Occupational Education Delivery System in the Borough of Queens, New York City, Region 2.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date—May 79

Note—55p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 138-141

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational High Schools

Identifiers—*New York (Queens)

This survey of the occupational education delivery services in Queens, New York, represents an initial step in the development of a borough-wide plan. The report provides a basis for assessing the potential training resources within the present school structure, as well as a detailed outline of the present scope of services. Elements which have been included in this study include: a review of population trends in the entire borough and in the high school population in particular for the period 1976 to present; population flow (migration and out-migration); special geographic features; transportation facilities; labor market information specific to the borough; and assessments of the scope and nature of local business. A detailed analysis of present facility and training resources is provided. (Author/RLV)

1256 ED 182 388

Bozza, Leonard Pollack, Eileen

A Survey of the Occupational Education Delivery System in the Borough of the Bronx, New York City, Region 2.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date—May 79

Note—46p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational High Schools

Identifiers—*New York (Bronx)

This report examines occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. The study reviews population trends in the Bronx in general and in its high school population in particular. The types of occupational education available in the high schools of the Borough are delineated. Employment opportunities are also examined with specific reference to the availability and student use of matching training programs in the high schools. Included are tables indicating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

1257 ED 182 389

Bozza, Leonard Pollack, Eileen

A Survey of the Occupational Education Delivery System in the Borough of Manhattan, New York City, Region 2.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date—May 79

Note—46p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational

Education, *Vocational Schools
Identifiers—*New York (Manhattan)

This survey of occupational education delivery services in Manhattan represents an initial step in the development of a borough-wide plan. The study provides a basis for assessing the potential training resources within the present school structure, as well as a detailed outline of the present scope of services. Elements which have been included in this study include: a review of population trends in the entire Borough and in the high school population in particular for the period 1976 to present; population flow (migration and out-migration); special geographic features; transportation facilities; labor market information specific to the borough; and assessments of the scope and nature of local business. A detailed analysis of present facility and training resources is provided. (Author/RLV)

1258 ED 182 390
Bozza, Leonard Pollack, Eileen
A Survey of the Occupational Education Delivery System in the Borough of Brooklyn, New York City, Region 2.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Pub Date—May 79
Note—65p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational Schools
Identifiers—*New York (Brooklyn)

This report examines occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. The study reviews population trends in Brooklyn in general and in its high school population in particular. The types of occupational education available in the high schools of the Borough are delineated. Employment opportunities are also examined with specific reference to the availability and student use of matching training programs in the high schools. Included are tables indicating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

1259 ED 182 391
Bozza, Leonard Pollack, Eileen
A Survey of the Occupational Education Delivery System in the Borough of Richmond, New York City, Region 2.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Pub Date—May 79
Note—33p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-140
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational High Schools
Identifiers—*New York (Staten Island)

This report analyzes occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. After reviewing population trends in the Borough of Richmond in general, and high school population in particular, the study describes the variety of occupational education programs available in the high schools of that borough. Employment opportunities are also analyzed with particular reference to the availability and student use of matching training programs in the schools. Included are tables delineating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

1260 ED 182 393
An Evaluation of the ESEA Title I and Impact Aid Programs, Community School District 27, New York City Board of Education, 1977-1978. Final Report.
Community School District 27, Queens, N.Y.
Pub Date—Jul 78
Note—178p.; Not available in paper copy due to light print
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Compensatory Education, Elementary Education, *Mathematics Instruction, Parent Participation, Parent School Relationship, Private Schools, *Reading Programs
Identifiers—*Elementary Secondary Education Act Title I, *New York (Queens), Private School Relationship

This report evaluates the Title I and Impact Aid Programs in a Queens, New York, school district. The following activities, conducted in elementary and junior high schools, are analyzed: reading resource centers, an oral communication laboratory program, a non-public school component, bilingual and mathematics resource centers, and the optional assignment remediation program. Each activity is described in terms of its organization, objectives, implementation, and effectiveness. Where available, pre- and post-test scores are provided. In addition, the evaluation procedure is discussed, especially in relation to parent involvement in a program developed to increase skills of parents in evaluating Federally funded programs. (WP)

1261 ED 182 411
Survey of Public Education in the Nation's Urban School Districts, 1979.
National School Boards Association, Washington, D.C.
Pub Date—79
Note—149p.; Not available in paper copy due to institution's restriction; Appendix may be marginally legible due to small print; For a related document see ED 155 228
Available from—Information Services Department, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007 ($12.50)
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Board of Education Role, Boards of Education, Collective Bargaining, Educational Finance, Elementary Secondary Education, Enrollment, Nontraditional Education, *Public Schools, School Community Relationship, *School Districts, *Statistical Data, Superintendents, *Surveys, *Tables (Data), Teachers, *Urban Schools

This report is based on the responses of 61 urban school districts surveyed in 1979. Statistical tables cover the following areas: student enrollment, staffing, finances, selection and organization of school boards, school board-community relations, collective bargaining, alternative instructional programs, and profiles of school board members and superintendents. Where appropriate, population data is broken down by race and sex. Included is an appendix which provides the survey instrument employed. (Author/WP)

1262 ED 182 416
Project CASE. Career Aspiration and Self Congruence in the Education of Puerto Rican Youth. Meeting the Vocational Education Needs of Special Populations.
Hartford Public Schools, Conn.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date—[76]
Note—148p.; Not available in paper copy due to light and broken type
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Bilingual Students, *Career Awareness, Career Choice, Career Exploration, Curriculum Development, Intermediate Grades, Junior High Schools, *Occupational Aspiration, *Program Effectiveness, *Puerto Ricans, *Self Congruence
Identifiers—Connecticut (Hartford)

A study was conducted to assess the career aspiration and self-congruence of Puerto Rican Youth, as well as to develop a pilot curriculum designed to increase these students' awareness of the world of work. A pre-post control group design was used. All students involved in the research were seventh- and eighth-graders in the Bilingual Cluster at Quirk Middle School of Hartford Public Schools (Connecticut). None of the students had previously been exposed to a career awareness/exploration program. The experimental students were exposed to three career-related and career-infused lessons per day for a six-week period while the control group students were not. There were fifty-two students in the experimental group and thirty-seven in the control group. The Pier-Harris Test and the Comprehensive Career Assessment Scale were administered to all students in the classrooms by their teacher. Although mean scores were higher in the experimental group than in the control group, they were not significantly higher. It was suggested that had the program been used for an entire school year the increases might have reached a level of significance. Although the results were not significant, the students' scores in the academic areas improved as a result of this program. (A major portion of this document contains appended materials, among which is a copy of the program curriculum.) (BM)

1263 ED 182 730
Special Education TV Reading Program. Final Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—79
Note—53p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Audiovisual Instruction, Elementary Secondary Education, *Mainstreaming, *Program Evaluation, Reading Achievement, Reading Instruction, *Reading Programs, Reading Skills, *Special Education, Student Attitudes, Teaching Methods, *Television, Television Viewing
Identifiers—Elementary Secondary Education Act Title IV

The District of Columbia Public Schools' Special Education Television Reading Program was a one-year program designed to improve reading skills and achievement through the use of intrinsically motivating materials and activities and to serve as a vehicle for students to move from special environments to the mainstream of regular education. Approximately 200 students in fifth through eighth grade and in eleventh grade in learning centers, special reading classes, and regular education settings were involved in the project. A total of 27 teachers prepared and implemented language arts activities relating to popular television shows. Drawing from a video tape library covering topics such as science, drama, history, and personal awareness, the teachers devised script activities using the vocabulary and dialogue of the actual tapes. The program was evaluated to determine the reading achievement of the students, their attitudes toward reading, the rate at which the students were mainstreamed, and their free reading behaviors. The findings revealed that students in the program showed greater mean gains in reading than they had in previous years, that their attitudes toward reading changed in a positive direction, and that they were mainstreamed at a faster rate during the project year than before. Free reading was inadequately recorded and no changes could be ascertained. (FL)

1264 ED 182 865
Improving Instruction Through Supervision. E.S.E.A. Title IV-C. Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Jan 80
Note—80p.; For a related document, see ED 166 772
Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Programs, Elementary Secondary Education, *Instructional Improvement, Instructional Materials, Peer Teaching, Program Evaluation, *Teacher Supervision, Teaching Methods

The purpose of this project was to help teachers improve their classroom instructional skills by providing a teacher support system based on the clinical supervision model. Participating teachers and administrators came from Region VI of the District of Columbia Public Schools. Participants received training and practice in the clinical supervision model. The project was evaluated by reviewing teacher reports of clinical supervision models, analyzing an internal evaluation instrument, and administering a survey to participating teachers. Evaluation was designed to examine the demonstration of clinical supervision skills by both 1977-79 and 1978-79 participants, the demonstration of a more positive attitude toward supervision, and the refinement of instructional materials used in the program. Findings indicated that (1) teachers trained during 1977-78 used their knowledge of clinical supervision in their own schools, (2) teachers trained during 1978-79 demonstrated knowledge of the concepts and strategies of the clinical supervision model, (3) a positive change in attitude toward supervision was reported by 94 percent of the participants, and (4) refinement of instructional materials was made. It was concluded that teachers and administrators can be trained to provide clinical supervision to fellow teachers as an alternative to but not necessarily a replacement for traditional supervision. (Author/JM)

1265 ED 182 898
Celuzza, Paul W., Ed. Clayton, Shelley Bakst, Ed.
Connections: Parent and Student Guide. A Parent/Student Guide to Special Education Services in the Boston Public Schools.
Boston Public Schools, Mass.; Federation for Children with Special Needs, Boston, Mass.
Pub Date—[79]
Note—62p.
Available from—Boston Public Schools, The Department of Special Services, 26 Court St., 7th Floor, Boston, MA 02108 (Free, postage reimbursement may be required)
Pub Type— Guides - General (050) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Child Advocacy, Due Process, Equal Education, *Handicapped Children, Identification, Individualized Programs, *Parent Participation, Prevocational Education, *Services, *State Legislation, *Student Evaluation, Student Rights, Vocational Education
Identifiers—*Comprehensive Employment and Training Act, *Massachusetts (Boston)

Intended for handicapped students and their parents, the booklet presents a guide to special education services in the Boston, Massachusetts, public schools, focusing on Chapter 766, a Massachusetts law that guarantees every child the right to a free and appropriate public education. Section 1 discusses the evaluation process, covering such aspects as the prereferral period, the early childhood screening program, referral, notification of parents, the assessment and planning period, the evaluation team, the evaluation conference, the individualized education plan, quarterly progress reports and annual reviews, parental decision, and the appeals process. Section 2 focuses on parental involvement, covering such aspects as parent and student rights, ways parents can help, advocacy, advocacy groups, parent councils, special needs groups and agencies, and information and referral agencies. Section 3 lists and describes various special programs and services (including prevocational and vocational) for handicapped students in Boston, along with the telephone number of each. (DLS)

1266 ED 183 263
Offenberg, Robert M. And Others
Project PACT (Parents and Children Together): Evaluation of the Second Year, 1978-1979. Report No. 8037.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Dec 79
Grant—G007700414
Note—19p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Adult Education, Adult Programs, Adults, Educational Programs, Field Trips, *Language Arts, *Parent Education, Parent Influence, *Parent Participation, Parent Workshops, *Program Evaluation, *Spanish Speaking, Summer Programs, *Teaching Skills

This study was designed to evaluate Project PACT (Parents and Children Together), which was developed to complement the existing Let's Be Amigos Model A bilingual program at Potter-Thomas School in Philadelphia, by involving Hispanic parents in the education of their children. The PACT project consists of two major programs: (1) a summer program designed to teach parents how to complement the education their children receive in school, and (2) a school-year program geared to enhancing the basic academic competence of adults of the Potter-Thomas School community. The major activities of the project include teaching parents about school operation and curriculum, offering Spanish and English GED courses and Spanish and English language arts courses, and acquainting parents with the cultural resources of Philadelphia and neighboring cities. Pupil performance on standardized tests and pupil attendance were used to measure the effect of one or two years of participation by parents in the summer program of the project. Children of participant parents had better English and Spanish reading scores than did other pupils in the school, and there was some evidence that parent participation was related to better pupil attendance. Analysis of interviews with parents conducted during the summer program revealed a statistically significant gain in their knowledge of ways to help their children in school work. The Spanish language arts class attracted too few participants to meet its enrollment objective, but in general the language arts and GED instruction of the school-year program appeared to have an effect on the participants as many of them earned GED high-school equivalency diplomas. (MP)

1267 ED 183 289
Reed, Lois J. And Others
Children Under the Umbrella: A Report on a Project to Develop and Demonstrate the Mechanisms Involved in Operating as a Sponsoring Organization for Nutrition Services in Day Care Centers in Louisville and Jefferson County, Kentucky.
Louisville and Jefferson County Community Coordinated Child Care, Ky.
Spons Agency—Kentucky State Dept. of Education, Frankfort.
Pub Date—Jul 79
Note—200p.
Available from—Community Coordinated Child Care, 1355 South Third Street, Lousiville, KY 40208 ($5.00 for postage & handling)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Cooperative Programs, *Day Care, Early Childhood Education, Food, *Food Service, *Food Standards, Infants, *Nutrition, Parent Education, Preschool Children, Program Descriptions, Program Development, *Program Improvement, Recordkeeping, Workshops
Identifiers—*Community Coordinated Child Care Program, Kentucky, Menu Planning

This program was developed by Community Coordinated Child Care (4-C) of Louisville and Jefferson County, Kentucky, to improve nutritional services to 2,146 infants and preschool children enrolled in fifteen area day care centers, by developing the role of a sponsoring organization and by developing standards of expectations for other sponsoring organizations under the Child Care Food Program (CCFP). Services offered to the day care centers included maintenance of CCFP records, menu consultation, a quantity buying program, nutrition education for day care center staff, kitchen planning assistance and implementation of infant feeding programs. Services were also offered to the Kentucky Division of School Food Services. These services included monthly monitoring of centers by 4-C, the provision of ongoing program management, the reimbursement of food services costs in one consolidated payment, and the presentation of nutrition education workshops to center staff. In each of these areas the project director attempted to educate and train day care personnel, children and parents. The report also deals with the problems encountered and how 4-C responded to each one in order to make its special developmental project successful. Supplemental materials such as CCFP forms, sample menus, quantity buying and a sample nutrition education module, are provided in the appendices. (Author/MP)

1268 ED 183 380
Nivette, James D.
Project R 3 Mathematics Program - SB-90 Reading Program. Evaluation Summary, 1977-1978.
San Jose Unified School District, Calif.
Pub Date—[79]
Note—150p.; Contains occasional marginal legibility
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Achievement, Educational Diagnosis, Games, *Individualized Instruction, Individualized Reading, Junior High Schools, Mathematics Instruction, Performance Contracts, *Program Evaluation, *Reading, Reading Instruction, *Research, Secondary Education, *Secondary School Mathematics, Simulation, Student Attitudes

The evaluated project is an approach to the individualization of instruction in reading and mathematics in the junior high school. Among the instructional approaches used were diagnostic/prescriptive teaching, games and simulations, as well as traditional teaching procedures. Project goals included raising student achievement, improving attitudes, and demonstrating the novel use of gaming-simulation. Both product and process evaluations were conducted. The product evaluation included a measure of student achievement and attitude. The process evaluation involved an implementation evaluation study, staff evaluation components, and an intensive involvement study. The authors conclude that the program was successful in achieving all of its objectives in mathematics and most of the reading objectives in terms of student achievement. (MK)

1269 ED 183 427
Five-State Multi-Ethnic Training Project, Minneapolis Public Schools, Ethnic Cultural Center. Final Progress Report, July 1, 1976 through June 30, 1977.
Minneapolis Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Bureau No.—549AH60360
Pub Date—25 Jul 77
Grant—G007603094
Note—152p.; For related documents, see ED 171 594; Not available from EDRS in paper copy due to poor reproducibility throughout original
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Activities, *Cultural Pluralism, *Curriculum Development, *Educational Objectives, Elementary Secondary Education, *Ethnic Studies, Evaluation Methods, Inservice Teacher Education, Pilot Projects, Program Descriptions, Program Effectiveness, Social Studies, Staff Development, Student Projects, Summative Evaluation, Teaching Methods, Training Methods
Identifiers—Ethnic Heritage Studies Program Act, Five State Multi Ethnic Training Project

The document provides an outline and support materials describing a project designed by the Ethnic Cultural Center of the Minneapolis public schools to train classroom teachers to incorporate multi-ethnic concepts into the social studies curriculum. The objective of the report is to update and supplement information contained in earlier interim progress reports. The first section describes project activities from July 1, 1976 to June 30, 1977; compares project activities with projected accomplishments; examines feedback from workshops; describes participation by the advisory council on project activities; and identifies deviations of the project from the proposed program. The remaining sections, which comprise the bulk of the document, contain appendices. These present correspondence relating to project activities, a directory of advisory committee members, sample curriculum materials, evaluation instruments, and position papers. (DB)

1270 ED 183 595
Eglaver, Richard Matuszek, Paula
Project P.A.V.E. Evaluation. Technical Report 1977-78. Publication Number: 77.49.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—30 Jun 78
Note—82p.; Some appendices marginally legible
Pub Type— Reports - Research (143) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Attendance, Career Counseling, Educational Assessment, *Experimental Programs, Extracurricular Activities, High Schools, Institutional Cooperation, Parent Participation, *Program Attitudes, Program Development, Program Effectiveness, *Program Validation, Questionnaires, *Special Education, Student Improvement, Vocational Education
Identifiers—Austin School District TX, *Project PAVE, Texas (Austin)

Project PAVE was implemented in Travis High School, Austin, Texas, to extend and coordinate services for certain high school special education students. Four components were crucial to the Project PAVE model: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. The project evaluation, conducted in 1977-78, focused on whether PAVE activities should be disseminated to other school districts and whether PAVE should be adopted by other schools in the Austin Independent School District. The following areas were investigated: (1) special student participation in school activities; (2) attendance and dropout statistics; (3) fulfillment of project objectives; (4) credits earned toward graduation; (5) low-cost activities; (6) staff's time requirements and perceptions of project effectiveness; (7) implementation in other Austin schools; (8) utilization of planning process activities; (9) new types of decision making and involvement of parents, students, and counselors; (10) achievement gains; (11) student participation in vocational activities; and (12) changes in teaching practices and attitudes. (Data pertaining to these questions are summarized, and questionnaires used to collect data are appended). (GDC)

1271 ED 183 611
The Design and Implementation of the Validation of the Competency-Based Curriculum in Language Arts/English and Science. Year Two.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Oct 79
Note—265p.; Some tables are marginally legible
Pub Type— Reports - General (140)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Basic Skills, *Behavioral Objectives, *Competency Based Education, Curriculum Development, *Curriculum Evaluation, Data Processing, Educational Assessment, Elementary Education, English Curriculum, *Individualized Instruction, Junior High Schools, Language Arts, Program Descriptions, *Program Validation, Research Design, Science Curriculum, Sequential Approach
Identifiers—District of Columbia, *District of Columbia Public Schools

Data are presented in support of the validation of the competency-based basic skills curriculum which was implemented in the District of Columbia Public Schools in 1978-79. Strategies for conducting the validation are outlined in detail, including review of tests used, orientation of participants, integration of curricular hierarchies, and development of teaching methods. A description of overall data processing activity is included, as well as codes for each objective in the instructional sequence: language arts-prekindergarten-grade 9; and science-grades 1-9. Tables describing the number of students attempting and mastering each objective are included, as are charts illustrating the hierarchical relationships between objectives, and questionnaires used for data collection. The summary chapter indicates that the language arts/English and science curricula are sound, useful, and appealing, and that the validation model is effective, applicable, and worthy of being replicated. (GDC)

1272 ED 183 633
Five Year Progress Report, 1973-1978.
New York City Public Schools, Brooklyn, N.Y.
Pub Date—78
Note—164p.; Maps will not reproduce clearly.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Annual Reports, Basic Skills, *Boards of Education, Elementary Secondary Education, Parent Participation, Pupil Personnel Services, School Community Relationship
Identifiers—*New York City Board of Education

Part I of this progress report consists of an overview of the operations of the following offices and divisions of the New York City Board of Education: High School Division; Division of Special Education and Pupil Personnel Services; Office of Labor Relations and Collective Bargaining; Division of Community School District Affairs; Division of Personnel; Division of Business and Administration; Division of Educational Planning and Support; Division of School Buildings; and the Office of the Deputy Chancellor. Part II consists of the 1976-77 Annual Reports of the 32 Community School Districts. These reports highlight improvement in basic skills, parent and community involvement, health and safety programs, pupil personnel services, and contain descriptions of the school districts. (RLV)

1273 ED 183 638
Macchiarola, Frank J.
Summary of Citywide Results on New York State Competency Tests. Memorandum to the Members of the Board of Education.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—7 Sep 79
Note—7p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - General (140) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—English, *High School Students, *Junior High School Students, Mathematics, *Minimum Competency Testing, Reading, Secondary Education, *Test Results, Writing (Composition)
Identifiers—*New York, *New York (New York)

This document provides a brief review of the New York State Basic Competency Tests (BCT), Preliminary Competency Tests (PCT) and Regents Competency Tests (RCT), together with a summary of the results of the tests administered in New York City in Spring, 1979. Test requirements for 1979, 1980, and 1981 are outlined, as well as administrative decisions recommended by the State Education Department based on the results of the 1979 PCTs. (Author/RLV)

1274 ED 183 639
Iadicola, Peter Moore, Helen
The Desegregated School and Status Relations among Anglo and Minority Students: The Dilemma of School Desegregation.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date—Jul 79
Grant—PHS-MH-26607-03
Note—41p.; Not available in paper copy due to light print
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Acculturation, Black Students, *Desegregation Effects, Elementary Secondary Education, Grade 6, *Racial Relations, *School Desegregation, *Self Concept, Sex Differences, *Social Status, Socioeconomic Status, Spanish Speaking, White Students

This paper discusses the possible incongruence between the two policy goals of desegregation: assimilation and improvement of intergroup relations through the reduction of prejudice by means of equal status contacts between students. The congruence between the two goals was tested by determining the effects of a school environment conducive to assimilation upon status relations between sixth grade Anglo, black, and Hispanic students. It was found that as both the percentage of Anglo students and socioeconomic status of the school increases, so does the level of status inequality between Anglo and minority students. Black males and Hispanic females were found to experience the highest level of status inequality in their relations with Anglo students. Thus, it was shown that by placing minority students in an environment conducive to assimilation, a process develops by which there is replication and reinforcement of the status inequalities found in the dominant society. (Author/RLV)

1275 ED 183 678
Hanusey, Richard D.
Desegregation of Urban Schools... Is it Possible? The Philadelphia Story.
Pub Date—[79]
Note—10p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Basic Skills, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Magnet Schools, Multicultural Education, Nontraditional Education, *School Desegregation, *Urban Schools, *Voluntary Desegregation
Identifiers—*Pennsylvania (Philadelphia)

Philadelphia's voluntary school desegregation plan is designed to offer pupils the opportunity for educational experiences in multicultural, multiracial schools, and to prevent white flight from the public schools. Strategies for achieving desegregation include the creation of magnet schools, voluntary school pairing, the Alternative for Middle Years program, and "academics plus" schools. Magnet schools at the junior and senior high school levels have been successful in drawing students from all over the city and from private schools in order to study music and arts, engineering, science and mathematics. In order to avoid the danger that magnet schools might detract from the quality of instruction in other schools, the city has developed a plan to raise the academic achievement of all students through alternative schools and back-to-basics programs in which students, parents, and school personnel all participate in decision making. Finally, the pairing of predominantly white with predominantly black schools has resulted in successful mergers from the point of view of racial composition and academic goals. The Philadelphia experience demonstrates that it is possible to desegregate urban schools by offering freedom of choice. (Author/GC)

1276 ED 183 693
Salley, Columbus
The PTA in the Urban Context: A Final Report on the Urban Education Project Phase I.
National PTA, Chicago, Ill.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.; Office of Education (DHEW), Washington, D.C.
Pub Date—Oct 79
Contract—300-79-0333
Note—95p.; Photographs may be minimally reproducible
Pub Type— Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Change Strategies, *Futures (of Society), Planning, Public Policy, *Urban Problems, *Urban Schools
Identifiers—*National PTA Urban Education Project

The Urban Education Project was implemented to help the National PTA realize its historical commitment to reversing the deterioration of human life in urban centers, especially in schools, and to emphasizing the actual and potential strengths of diverse publics collaborating in dealing with urban problems. Six hearings were held to identify and select crucial concerns of urban areas, to examine effective solutions, and to develop new problem-solving strategies. Results of these hearings are described in this report, as are criteria for site and testifier selection and methodology and procedures used to collect and interpret data. The hearing cases are presented with information about problems, solutions and resources. A cross-site analysis of problems, solutions, and resources is presented and future actions are discussed. Tables of data are included. (Author/MK)

1277 ED 183 696

Reyes, Donald J.

Proposing Reinforcers for Positive Classroom Management Projects & Experiments in the Inner City High School.

Pub Date—[79]

Note—11p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, *Classroom Techniques, Contingency Management, *Inner City, *Positive Reinforcement, *Reinforcement, Rewards, Secondary Education, Secondary School Students, Social Reinforcement

Although the principles governing the application of positive reinforcement to classroom situations remain clear and theoretically consistent, practical problems arise during application that are not easily anticipated. This paper focuses on one practical issue: the selection of appropriate reinforcers to use in inner city high schools. The paper is based on experiences in the development of reinforcement programs in a number of high schools in an urban area. Grade related reinforcers were found to be effective in modifying student behaviors. Nontangible reinforcers were found to be as effective as tangible reinforcers. Token systems were effective; the tokens became reinforcing in and of themselves. Spontaneous social reinforcement could be the most effective system, if it is use properly. (Author/MK)

1278 ED 183 705

Brooks, Thomas E. Langford, Karla D.

ESAA Magnet/Pilot Project, Final Evaluation Report, 1978-79.

Saint Louis Public Schools, Mo.

Pub Date—[79]

Note—94p., Not available in paper copy due to light print; Report compiled by the Emergency School Aid Act Unit

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Rating, Elementary Secondary Education, Enrollment Rate, *Magnet Schools, *Pilot Projects, *Program Evaluation, Racial Relations, *School Desegregation, Social Isolation, *Social Relations

Identifiers—*Emergency School Aid Act 1972, Missouri (Saint Louis)

The magnet schools program in St. Louis supported seven elementary and three secondary level programs. In addition, three pilot programs on the secondary level were established. The programs were evaluated in terms of basic skills achievement and social relations (defined as decreased racial isolation). Statistical analyses of achievement data showed varying but high levels of achievement on the primary level. Elementary magnet school students were shown to achieve at the same level as students in regular school programs. Real differences were not found in comparisons of achievement levels between magnet and regular secondary programs. However, differences were found among individual secondary level magnet programs. Comparisons of pilot and regular school programs showed significantly higher levels of achievement in pilot schools. Social relations data points to differences in opposite directions in black and white students' perceptions of relationships among students and between students and school administrators. Variability of experiences was reflected in teachers' responses to social relations scales, with differences seen between perceptions of black and white teachers. Analysis of enrollment retention rates showed a 50.4% rate for magnet schools with no comparable information from regular programs. Tables and graphs of statistical data are included. (MK)

1279 ED 183 873

ASCEND: A Systematic Career Education Network for Dissemination. Final Report.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—79

Grant—G0077C0105

Note—98p.; Some small, light type in the appendixes will not reproduce well. For related documents see ED 132 284 and ED 138 786.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Audiovisual Aids, *Career Education, *Communications, *Community Resources, Delivery Systems, *Information Dissemination, Information Needs, Information Sources, Media Selection, Needs Assessment, *Program Development, *Program Implementation, *Resource Materials, School Community Relationship, Secondary Education, Surveys

Identifiers—Center for Career and Occupational Education NY, Education Amendments 1974, New York (New York), Project ASCEND

Project ASCEND (A Systematic Career Education Network for Dissemination) of the Center for Career and Occupational Education (CCOE) in New York City developed (1) a sustained communication network in career education and (2) a kit for the dissemination of career education concepts, strategies, and materials into this network. Surveys of the participating schools and key agencies within and outside CCOE provided information concerning the resources and materials needed to develop and implement career education programs as well as the materials and services that could be provided. Survey results were incorporated into an ASCEND kit in the form of a carrying carton containing five self-contained modules, which formed the core of the kit: Improving Basic Skills through Career Education, Improving Personnel and Decision Making Skills, Using Community Resources in Career Education, Implementing Career Education Staff Development, and Planning for Career Education. Each contained three folders providing an orientation to the topic, specific implementation strategies and selected program references, and relevant resources available from CCOE and other agencies. Materials provided included sample lesson plans, posters, flyers on various programs, resource guides, manuals, five filmstrips with cassettes, and an overview booklet. (Some project materials are appended.) (YLB)

1280 ED 183 941

Rumble, Richard R.

A Vocational Education Research Program in the Portland Public School District. Final Report.

Portland Public Schools, Oreg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH70234

Pub Date—Apr 79

Grant—G007702245

Note—54p.; Appendix M removed due to marginal legibility. For related documents see CE 024 665 and ED 162 475-479.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, *Educational Planning, Feasibility Studies, High Schools, *High School Students, *Individualized Instruction, *Mainstreaming, Program Implementation, *Vocational Education

Identifiers—Education for All Handicapped Children Act, Oregon (Portland)

A project was conducted to improve the capacity of the Portland (Oregon) School District to fully implement individualized vocational education programs for the handicapped. Four high schools participated in the project, which involved the following activities: assessing current capabilities of the schools involved; conceptualizing and articulating collaborative planning sequences and data-based decision-making among various organizational elements within the district; developing comprehensive guidelines, operational procedures, and realistic methodologies for phasing in and implementing individualized vocational education programs; and identifying, summarizing, and disseminating materials and processes, and results related to the project. It was determined that the district has the capability to mainstream the handicapped with concurrent support services. Several publications on guidelines for mainstreaming handicapped students into vocational programs were produced. Some of the conclusions were (1) staff development is vitally necessary and effective; (2) individualized education programs need improvement in quality with more vocational educators involved; (3) procedures for identifying handicapped students are inadequate; (4) testing procedures are good but need to be made more available; and (5) more coordination, placement, followup, and staff development are needed. (Author/BM)

1281 ED 184 872

Some Important Factors Predicting Mathematics Achievement Gain (1977-1978), Grades One-Six. Evaluation System Mini-Report Five.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Feb 80

Note—[illegible]2p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, Elementary Education, *Elementary School Mathematics, Evaluation, *Predictive Measurement, *Predictor Variables, *Research, Testing

Identifiers—*Mathematics Education Research

This is one of a series of brief and non-technical mini-reports of the Evaluation System of the District of Columbia Public Schools. This report deals with the prediction of gain in Prescriptive Mathematics Test (PMT) scores. Twenty-two variables were involved in the analyses reported in the mini-report. The data were analyzed for all grade levels, then by primary and intermediate grades. Five of the variables proved to be significant predictors of the PMT posttest score: the pretest score, grade, test level homogeneity, self-initiated reading, and percentage receiving free lunch. The all-grade-level analysis and the intermediate analysis both indicated that pretest score, grade, and test level homogeneity were significant predictors. (MK)

1282 ED 185 132

Ames, Judith S. Bicks, Patricia

An Evaluation of Title VII Bilingual/Bicultural Program, 1977-78 School Year, Final Report.

Community School District 22, Brooklyn, N.Y.

Pub Date—Jul 78

Note—35p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Elementary Education, English (Second Language), *French, *Haitian Creole, Junior High Schools, *Multicultural Education, Parent Participation, Program Evaluation, *Spanish, Teacher Attitudes, Textbooks

Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This report is concerned with bilingual bicultural education programs in Spanish and Creole French, offered in District 22, Brooklyn, New York. Student selection, class structure, staff characteristics, and monitoring of student progress are described. Curriculum materials are listed for the following: (1) bilingual French classes in reading, math, science and social studies (grades 1-6); (2) bilingual Spanish classes in phonics, reading, science, social studies, language arts, culture and math (grades 1-9); (3) English as a Second Language classrooms (grades 1-9). Observations regarding classroom environment, student/teacher/ paraprofessional interactions, project director capability, and parent involvement are presented. Procedures by which student performance data were analyzed, as well as the results of questionnaires administered to teachers, paraprofessionals, and bilingual project staff members are discussed. Also described are relations between teachers and project staff. It is concluded that, in general, the bilingual bicultural program is excellent and that its personnel function well. Several recommendations are offered for improving staff relations, student selection, staff skill utilization, achievement evaluation, parent participation, and teacher involvement in program planning and evaluation. (GC)

1283 ED 185 154
Laue, James H. Monti, Daniel J.
Intervening in School Desegregation Conflicts: The Role of the Monitor.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0103
Note—70p.; Not available in paper copy due to light print
Journal Cit—Research in Social Movements, Conflicts and Change; v3 1980
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Attitudes, *Compliance (Legal), *Conflict Resolution, Desegregation Methods, Desegregation Plans, Elementary Secondary Education, Federal Regulation, Intervention, Program Administration, *Program Evaluation, *School Desegregation, School Districts
Identifiers—Missouri (Saint Louis), Missouri (Saint Louis County), *School Desegregation Monitors

The authors examine the role of the school desegregation monitor and various types of monitoring bodies as a special case of the broader phenomenon of community conflict intervention. Monitoring school desegregation is defined as a process in which designated individuals collect data on a school system (through observation, documents, and interviews), analyze and evaluate the data, and report to an authorizing body on the content and quality of the system's efforts to comply with that body's standards for desegregation. The paper discusses monitoring as a technique for intervention in community conflict, delineates advantages and disadvantages of several types of monitoring, and examines monitoring activities in two school systems, one urban and one suburban. Implications for social policy and intervention strategies are discussed. (Author/MK)

1284 ED 185 184
The Fresh Start Minischool. E.S.E.A. Title IV-C, Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation
Pub Date—Jan 80
Note—43p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Dropout Prevention, Dropout Rate, *High Risk Students, High Schools, *Individualized Instruction, Learning Motivation, Low Achievement, *Mastery Learning, *Nontraditional Education, Program Descriptions, *Program Evaluation, Self Esteem

One hundred twenty-five students found to have few areas of skill mastery were selected to form the Fresh Start Minischool (FSMS). The Fresh Start approach was characterized by individualized instruction in four academic areas (Social Studies, English, Mathematics, and Science). Students proceeded at their own pace and acquired skills according to a sequence of learning tasks. Teachers emphasized a no fail philosophy and focused on student self esteem and motivation. Teachers also participated in staff development workshops. Findings of the program's evaluation indicated: (1) students made significant gains in reading and math as a result of the FSMS program; (2) teachers were consistent in their implementation of the program; (3) FSMS students stayed in school; and (4) participants' attitudes toward themselves and the program were positive. Tables of data are included and sample program forms are appended. (Author/MK)

1285 ED 185 186
Teaching and Learning Models for Mathematics and Reading. E.S.E.A. Title IV-C, Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation
Pub Date—Jan 80
Note—50p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, *Individualized Instruction, Inservice Teacher Education, Low Achievement, *Mathematics, Parent Attitudes, Parent Participation, *Program Evaluation, *Reading, Semantic Differential, *Student Attitudes, Teacher Evaluation
Identifiers—District of Columbia Public Schools, *Elementary Secondary Education Act Title IV C

Approximately 400 students in grades six through nine, many of whom were low achievers, participated in the Teaching and Learning program. The program was based on commercially developed curricula and implemented using principles of individualized instruction. Instruction was characterized by diagnosis and assessment, sequenced objectives, criterion referenced tests and continuous record keeping. Teachers received in-service training on implementation of the curricula. Parents were offered training in helping with their children's homework. The goal of the program was to increase achievement levels and positive attitudes toward reading and mathematics. The following conclusions were drawn from the evaluation: (1) math and reading gains were made by participating students; (2) students' attitudes measured by the semantic differential did not significantly change, but were thought to be good at the outset of the program; (3) teachers participated in activities to increase their competence in managing multi-level instruction; (4) teachers perceived their competence as improved; (5) parental involvement could not be measured although those who participated in homework workshops felt the training benefitted their children. Tables of data and evaluation instruments are appended. (Author/MK)

1286 ED 185 196
Brooks, Thomas E. And Others
Evaluation Report, St. Louis Magnet/Pilot Programs, Emergency School Assistance Act, Title VII, 1976-1977.
Saint Louis Public Schools, Mo.
Pub Date—[77]
Note—348p.; Report prepared by the Emergency School Aid Act Unit. For a related document see UD 020 382. Not available in paper copy due to light print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Community Involvement, Elementary Secondary Education, *Inservice Teacher Education, Intergroup Relations, Interpersonal Relationship, *Magnet Schools, Pilot Projects, *Program Evaluation, *Racial Relations, School Desegregation, Social Isolation
Identifiers—Emergency School Aid Act 1972, *Missouri (Saint Louis)

The St. Louis, Missouri, magnet schools program supported eight grade schools and two high schools. Programs in law and consumer education and ethnic heritage were also undertaken. Staff development and community involvement projects were initiated. Outcomes common to all components and outcomes of specific programs were assessed. Program evaluation focused on basic skills achievement, social relations (reduction of racial isolation), organizational climate, and outcomes related to parent attitudes, staff satisfaction, and student involvement. Elementary magnet school students were shown to achieve at the same level as students in regular programs, except for third and fourth graders who achieved at a lower level. Achievement of secondary level magnet program students was generally not consistently above or below that of students in control high schools. Differences were found in comparisons among magnet schools. The trend of data collected on social relations was positive. No conclusive evidence on the effectiveness of reaching instructional goals for the ethnic heritage or law and consumer education programs was available. Workshops for staff development were perceived by teachers as effective and improving. The community involvement project was shown to have increased interaction among the Emergency School Aid Act Advisory Committee, business, civic and educational communities, parents, and the Board of Education. (MK)

1287 ED 185 422
Rawlings, Lyngrid S. Davison, Jean B.
Program Design for External High School Diploma Program.
District of Columbia Public Schools, Washington, D.C.
Pub Date—[80]
Note—55p.; Charts may not reproduce well due to small, light type.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Achievement, Adult Education, *Competence, Educational Certificates, Experience, *Experiential Learning, *Graduation Requirements, *High School Equivalency Programs, Informal Assessment, Lifelong Learning, *Nontraditional Education, Portfolios (Background Materials), Program Descriptions, *Program Design, Urban Areas
Identifiers—District of Columbia

Designed to provide mature adults in an urban setting with an alternative to the high school diploma, the External High School Diploma Program of the District of Columbia is a systematic assessment of an individual's demonstrated competencies in the four generalized life skills areas of health, social/political, consumer/producer, and career assessment/occupational knowledge; the program also provides for assessment of demonstrated competencies in one of the individualized areas of occupational/vocational, advanced academic, or advanced specialized. The five steps in the program are orientation, diagnosis, assessment, evaluation, and recommendation for approval. During the assessment phase, the most important step, the candidates (1) develop a portfolio containing all data on and by them which will be the equivalent of a high school transcript after graduation and (2) earn 100 points in each of the four life skills areas by demonstrating specified competencies and in one of the individualized competencies areas. Evaluation in the occupational/vocational area includes employer testimony, job performance, or documentation. Designed for clients hoping to pursue postsecondary studies, the advanced academic category involved application to a college. All other individuals are included in the advanced specialized category. (Appendixes include lists of generalized life skills and individualized competencies and sample assessment tasks and achievement records.) (YLB)

1288 ED 185 529
Right-to-Read Program, District of Columbia. Evaluation Report, 1978-1779.
Contemporary Associates, Inc., Washington, D.C.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date—[80]
Contract—0428-AA-NS-0-9-GA
Note—117p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Secondary Education, Program Evaluation, Reading Improvement, Reading Instruction, *Reading Programs, *Reading Research
Identifiers—*District of Columbia, *Right to Read

The accomplishments of the Right to Read Effort of the District of Columbia Public Schools since its implementation, with specific emphasis on accomplishments during the 1978-79 program year, are documented in this evaluation report. The first part of the report provides a description of the program and of the evaluation design. The report's second part offers an analysis of evaluation findings, evidence of the effectiveness of the program, and conclusions, implications, and recommendations. Appendixes contain copies of the Right to Read standards of excellence, instruments used for the evaluation, the needs assessment instrument for administrators, and lists of members of the District of

Columbia Right to Read advisory council and the state task force of Right to Read. (FL)

1289 ED 186 237

Shafer, Janet L., Ed.

Magnet School Planning Project: Science and Technology Magnet School.

Dallas Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—352p.

Available from—Dallas Independent School District, 3700 Ross Ave., Dallas, TX 75204 (no price quoted).

Pub Type— Reports - Evaluative (142) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Curriculum Development, Educational Facilities, *Educational Planning, Educational Research, *Evaluation Methods, Flow Charts, *Magnet Schools, *Models, Needs Assessment, Nontraditional Education, School Buildings, Science Education, Secondary Education, *Secondary School Science, Technology

This report presents a replicable model for developing a magnet school based on the planning of the Dallas Independent School District's Science and Technology Magnet High School. The model is based on Malcolm Provus' process called "Discrepancy Evaluation," designed as a guide for public school programs to describe the discrepancy between expectation and performance. The model contains four levels with each level more detailed than the previous one. At each level there are four components: the network, the input-process-output, the activity schedule, and the flow chart. The remainder of the report presents a description of the history of magnet schools, visitation reports, the educational specifications, consultant reports, and an annotated bibliography. (SA)

1290 ED 186 448

Lipham, James M., Ed. Daresh, John C., Ed.

Administrative and Staff Relationships in Education: Research and Practice in IGE Schools. Wisconsin Research and Development Center for Individualized Schooling Monograph Series.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 79

Grant—OB-NIE-G-78-0217

Note—149p.

Available from—Wisconsin Research and Development Center Document Service, University of Wisconsin, School of Education, 1025 West Johnson Street, Madison, WI 53706 ($6.50)

Pub Type— Collected Works - General (020) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Change Strategies, Decision Making, *Educational Change, Elementary Education, Elementary Schools, *Individualized Instruction, Interprofessional Relationship, *Leadership Qualities, *Multiunit Schools, Research Projects, *School Organization, *Staff Role, Teacher Administrator Relationship

Identifiers—*Individually Guided Education

The concepts associated with individually guided education (IGE) are described in general. Subsequent chapters discuss IGE from a variety of perspectives, with emphasis on implementing and adopting educational change; organization theory and school structure; leadership; and decision making. Each chapter explains the underlying theoretical model, and discusses the findings of IGE research projects, emphasizing administrative and staff relationships. The concluding chapter, "IGE and the Renewal of Education," surveys the current educational scene and examines the impact of these studies for improving administrative, teaching, and learning processes in future IGE schools. The appendix contains detailed abstracts of twenty research studies on IGE school administration organization which have been published by the Wisconsin Research and Development Center for Individualized Schooling. These abstracts present the study's purpose, hypotheses, methods of data collection, conclusions, and implications. (GDC)

1291 ED 186 467

Johnson, Lary

The Measurement of Opinions in Education: A Source for Administrators and Teachers.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date—Mar 78

Note—39p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Measures, *Attitude Measures, *Educational Attitudes, Elementary Secondary Education, Guidelines, Information Utilization, *Opinions, Parent Attitudes, *Participant Satisfaction, Program Attitudes, Questionnaires, Rating Scales, Sampling, Student Attitudes, *Test Construction

Identifiers—Content Validity

The measurement of opinions helps to indicate students', teachers', and parents' satisfaction with school programs, as well as students' self concept and affective behavior. In choosing a sample, several issues should be considered: sampling error, sample size, selection procedure, and acceptable response rate. Follow-up survey procedures and questionnaire validity are also important concerns. Guidelines for item construction include: (1) word questions so as to elicit the same interpretation from every respondent, (2) use simple, familiar language; (3) avoid offensive questions; (4) avoid questions which suggest the socially desirable response; (5) include only one issue per item; and (6) do not confuse factual or cognitive items with opinion or affective items. Rating scale item formats are useful in measuring attitudes, opinions, and feelings: a variety of response alternatives may be appropriate. Pilot testing is recommended to insure the validity of the questionnaire. The decision of whether to use hand-tabulated or computer-processed analysis of data should be made before the questionnaires are completed. (GDC)

1292 ED 186 497

Fleming, Margaret, Ed. And Others

Proposed Plan for Magnet Schools–Cleveland Public Schools. Section II, Cleveland Center for Fundamental Education.

Cleveland Board of Education, Ohio.

Pub Date—29 Jun 79

Note—38p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891 and UD 019 893-896. Appendices and attachments have been deleted due to reproducibility factors.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Skills, *Conventional Instruction, Curriculum, Discipline Policy, Elementary Secondary Education, *Magnet Schools, Parent Participation, *Program Development, Program Proposals, *School Desegregation, Staff Development, Student Evaluation, Teaching Methods

Identifiers—*Ohio (Cleveland)

This proposed magnet school program is intended to provide a fundamental education to Cleveland students at both the elementary and secondary levels. Basic elements of the program's first semester operations are used to illustrate plans for an expanded program. A detailed description of the program covers staffing, staff development, curriculum, instructional methodology, teaching/learning styles, pupil assessment, support activities, extra- and co-curricular activities, and parent and advisory committee involvement. A schedule of implementation and a sequence of evaluation activities are included. (EB)

1293 ED 186 537

Fraser, Lowrie A.

Emergency School Aid Act Pilot Project, Final Project Report, 1978-79.

Atlanta Public Schools, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[79]

Note—112p.; Not available in paper copy due to reproduction quality of original document.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Curriculum, *Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *English (Second Language), Instructional Materials, Learning Activities, *Non English Speaking, Program Evaluation, Teacher Attitudes

Identifiers—Emergency School Aid Act 1972, Georgia (Atlanta)

Two Emergency School Aid Act pilot programs were conducted by the Atlanta Public Schools: Cultural Adjustment and Special Mathematics. The purpose of the Cultural Adjustment program was to reduce isolation and educational problems related to non-English speaking pupils and pupils who have first language interference. Program evaluation conclusions reported that: students studying English as a second language increased their proficiency in English usage; pupils studying Spanish as a native language increased their levels of skills in Spanish usage; special services were provided to improve levels of interaction between parents of immigrant students and the school; and the pupils were involved in varied activities designed to promote social adjustment and assist academic functioning. The Special Mathematics program sought to improve mathematics achievement of elementary pupils through a program in which students, parents, and school personnel could work cooperatively. The basic curriculum was the Curriculum Development Associates (CDA) Mathematics Program. Program evaluation concluded that: most pupils showed a loss in age achievement quotient after having used the CDA program; pupils made gains in self concept as learners; and teachers did not feel committed to the program, were not fully implementing it, and half the time used other teaching materials. Learning activities, behavioral objectives, and data tables are included. Cultural Adjustment program materials are appended. (Author/MK)

1294 ED 186 544

Knight, Michael E.

Evaluation of Title I Program, Community School District 31, New York City, 1978-79 School Year. Final Report, E.D.L. Reading Lab.

Community School District 31, Staten Island, N.Y.

Pub Date—19 Oct 79

Note—13p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compensatory Education, Elementary Secondary Education, Program Descriptions, Program Evaluation, *Reading Centers, *Reading Improvement, *Remedial Reading

Identifiers—Elementary Secondary Education Act Title I, *New York (Staten Island)

This program was designed to improve reading skills and to provide intensive remediation for students in grades six through nine. Specialized materials and equipment were provided by Educational Development Laboratories (EDL). The EDL Reading Laboratory utilized the Learning 100 program, a multi-modality developmental and remedial program. Small groups of students received instruction for no less than 40 minutes daily, five days a week. Constant feedback on individual and group progress was provided. Quantitative analysis of the program was based on a pretest/posttest design with the Stanford Diagnostic Reading Test serving as the measuring instrument. In all cases the actual posttest mean surpassed the predicted posttest mean. The primary strengths of the program were seen to be the positive manner of the personnel involved, the high expectation level set for student performance, and the high degree of individualization achieved by program participants. (Author/MK)

1295 ED 186 545

Kelly, Charles P.

Evaluation of the Optional Assignment Program, Community School District 31, New York City. 1978-79 School Year.

Community School District 31, Staten Island, N.Y.

Pub Date—19 Oct 79

Note—13p.; Not available in paper copy due to broken print

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Compensatory Education, Elementary Education, Junior High Schools, *Mathematics Instruction, Program Descriptions, Program Evaluation, *Reading Improvement, *Reading Instruction, *Remedial Instruction, *Remedial Programs

Identifiers—*Elementary Secondary Education Act Title I, New York (Staten Island)

Students in need of supplementary reading and mathematics instruction were identified, their specific needs determined, and prescriptive activities formulated. Prescriptive reading and math teachers were responsible for program implementation and coordination with classroom teachers in three elementary schools and one junior high school. Staff training activities were carried out, and a total of 17 objectives were identified for participants in the reading component. Posttest findings using the Prescriptive Reading Inventory as the measuring instrument indicated that all students in the program obtained the goals. Fourteen objectives were identified for participants in the math component. The Diagnostic Mathematics Inventory was used as a posttest instrument and indicated that all but one of the participating students achieved all math goals. (MK)

1296 ED 186 546

Bildner, Beatrice And Others

Title I Summer Program, Evaluation Report.

Community School District 6, New York, N.Y.

Pub Date—Oct 79

Note—16p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compensatory Education, Elementary Education, *English (Second Language), Junior High Schools, *Mathematics Instruction, Program Evaluation, *Reading Improvement, *Remedial Instruction, *Remedial Programs, *Summer Programs

Identifiers—Elementary Secondary Education Act Title I, New York (New York)

The Summer Umbrella Program was designed to provide remedial instruction to children with demonstrable needs in reading, mathematics, and English as a second language. Instruction functioned on an individual or small group basis, employing a flexible, eclectic, multi-modality methodology. The instructional design was diagnostic/prescriptive. Pre and posttests of skills achievement and formal evaluative observation by a consultant were employed as evaluative techniques. Observation findings showed that a diagnostic/prescriptive model was implemented according to quidelines. The instructional strengths and expertise that existed among paraprofessionals, teachers, and administrators made for a positive climate. Pupils were observed to be eager to learn, attentive, and responsive to instruction. On the elementary level, 79.5 percent of the students obtained the same or a greater number of instructional objectives identified as the program goals for reading, 80.7 percent for ESL, and 74.6 percent for mathematics. On the junior high level, 81.2 percent obtained the program goals for reading, 80.4 percent for ESL, and 79.8 percent for mathematics. These findings indicate that in general, program guidelines were observed and most program goals were realized. (MK)

1297 ED 186 547

Carin, Arthur A.

ESEA Title I Program. Impact Aid (PL 81-874) Program. Final Evaluation Report, 1978-1979.

Community School District 32, Brooklyn, N.Y.

Pub Date—[79]

Note—165p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Compensatory Education, *Early Childhood Education, Educationally Disadvantaged, Elementary Secondary Education, Private School Aid, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, New York (Brooklyn)

This document presents evaluations of five Title I/Impact Aid programs supported by Community School District 32 in Brooklyn, New York. The five programs were: (1) Strengthening Early Childhood Component; (2) Bilingual Methodology Reading Component; (3) Mathematics Laboratory Component; (4) Reading Laboratories Component; and (5) Non-Public School Component. Each component program is described in terms of objectives, participants, activities, personnel, and evaluation design and methodology. Evaluative results and recommendations are presented for each component. (MK)

1298 ED 186 549

Langlois, Margaret

ESEA Title I and Impact Aid. Final Evaluation Report, 1978-79.

Community School District 28, Queens, N.Y.

Pub Date—28 Sep 79

Note—43p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers—*Elementary Secondary Education Act Title I, *Impact Aid, New York (Queens)

Through the Title I/Impact Aid programs, special reading and math services were provided for 2,385 students in grades one through nine. Three levels of the Metropolitan Achievement Tests were used as objective pre and post test measures. Pupil activities in reading varied according to diagnosed needs, grade level, and demonstrated task mastery. Cognitive tasks engaged in included perceptual training, auditory discrimination, vocabulary development, word analysis, reading comprehension, study and test taking skills, and leisure reading. Reading program evaluation indicated that third through ninth graders achieved 6-12 month gains in reading achievement grade equivalent scores. First and second grade students demonstrated a mean gain of six months. The Diagnostic Prescriptive Arithmetic program was utilized in math labs in conjunction with the Individualized Math System, teacher made materials, and instructional games. Evaluation of the math component showed mean grade equivalent gains of six months to one year. Data tables are included. (MK)

1299 ED 186 550

Chapline, Elaine

An Evaluation of Environmental Education/Communication Skill Program. Summer 1979. Final Report.

Community School District 27, Queens, N.Y.

Pub Date—Sep 79

Note—17p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compensatory Education, Content Area Reading, *Environmental Education, Junior High Schools, Program Descriptions, Program Evaluation, Reading Achievement, Reading Comprehension, *Reading Improvement, *Remedial Programs, Remedial Reading, *Summer Programs, *Writing (Composition), Writing Skills

Identifiers—Elementary Secondary Education Act Title I, New York (Queens)

The Environmental Education/Communication Skills program was designed to improve junior high school students' reading and writing skills. The key idea of the program was to motivate reading and writing improvement through environmental topic learning. Content focus areas were: orienteering, plant life, animal life, environmental problems, and future planning. A problem-solving approach and scientific method of investigation were stressed. Program evaluation focused on program operation and program effect. The program appeared to be fully implemented. The strengths of the program were seen as content base and focus for language arts activities, positive staff attitudes, staff preparation, basic organization of rotating groups in topic areas, availability and quality of materials and equipment, and supervision and coordination. Students' achievement in reading comprehension was evaluated pre and post by the Literal and Inferential comprehension subtests of the Stanford Diagnostic Reading Test. Fifty-eight percent of participating students reached or exceed the criterion in literal comprehension, 54% percent reached or exceeded the criterion in inferential comprehension. Ninety percent had acceptable scores on Writing Sample Characteristics Tests. Student and staff attitudes were evaluated using a questionnaire format. The staff felt the program was meeting its goals and should be maintained. Student responses were very positive. (MK)

1300 ED 186 551

An Evaluation of the ESEA Title I and Impact Aid Programs, Community School District 27, New York City Board of Education 1978-1979. Final Evaluation Report.

Community School District 27, Queens, N.Y.

Pub Date—Jul 79

Note—117p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs, Speech Communication

Identifiers—*Elementary Secondary Education Act Title I, Impact Aid

Results of the evaluation of Title I and Impact Aid programs conducted in District 27, Queens, New York, are presented in this report. Program components described include: (1) reading resource centers organized in 14 Title I elementary schools and 4 junior high and intermediate schools as well as the Impact Guidance Program operated in conjunction with the reading resource centers; (2) mathematics resource laboratories servicing elementary and junior high school Title I students and industrial arts mobile units offering similar services; (3) bilingual resource centers located in four elementary schools; (4) an oral communication laboratory program for students in grades 4-6 deficient in both oral language and reading skills; and (5) an optional assignment reading program for students attending other than their officially designated schools. All programs described made extensive use of individualized instruction based on a diagnostic/prescriptive method. Also discussed in this report are the evaluation procedure, which called for considerable parent involvement, and statistical analysis and data reporting procedures. (GC)

1301 ED 186 552

Frye, Thomas M. And Others

1979 Evaluation Report-Title I.

Community School District 23, Brooklyn, N.Y.

Pub Date—Jul 79

Note—51p.; Not available in paper copy due to light, broken print.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Compensatory Education, Compliance (Legal), *Early Childhood Education, Educationally Disadvantaged, Elementary Education, *English (Second Language), Federal Programs, Junior High Schools, *Parent Participation, Program Descriptions, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers—*Elementary Secondary Education Act Title I, New York (Brooklyn)

This document evaluates a five component title I program supported by Community School District 23, Brooklyn, New York. The five components were (1) Mathematics Program for third through eighth graders, (2) Reading Laboratories Program for third through eighth graders; (3) Early Childhood Program for Kindergarten through second graders; (4) English as a Second Language Learning Centers for bilingual first through eighth graders; and (5) Parent Involvement Program designed to service parents of Title I students. Each program was evaluated through interviews and classroom observations to determine if funding guidelines were met. All components were found to be functioning according to guidelines, and recommendations were made for program recycling. Data collection instruments are included. (MK)

1302 ED 186 553

Hicks, John S.

An Evaluation of Three Federally Funded Programs: 1: 5075-98720-Impact Aid-Diagnostic-Prescriptive Math Program, 2: 5075-91622-P.S. 152 & P.S. 269 Reading Module, 3: 5075-91623-Optional Assignment Reading Module. 1978-1979 School Year, Final Report.

Community School District 22, Brooklyn, N.Y.

Pub Date—Aug 79

Note—21p.; Not available in paper copy due to light print.

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Diagnostic Teaching, Elementary Education, *Federal Programs, Individualized Instruction, Junior High Schools, Program Descriptions, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Mathematics, *Remedial Reading, *Resource Room Programs, *Underachievement

Identifiers—*Impact Aid, New York (Brooklyn)

The Federally funded programs discussed in this report were designed to help students with significant problems in either reading or mathematics achievement in the regular classrooms of District 22 in Brooklyn, New York. Both the math and reading programs operated on a "pullout" basis, utilizng a diagnostic teaching approach. The two programs differed primarily in terms of scope and evaluation design. The remedial reading project covered a total of twelve elementary, intermediate and junior high schools and served 1,253 children, while the diagnostic math program served only 432 children in seven schools. In the area of evaluation design, the reading program, which lasted one year, focused on pre and post mean group test scores, while the five month long math program focused on specific objectives for each child. The statistical evidence of success is positive for both projects. This success can be attributed to the combined "pull out," in-class, and resource teacher/consultant approach, to the monthly staff training sessions, and to the skills of teaching and administrative personnel. Both programs should be extended, though slight modifications of goals and objectives and student monitoring procedures, as well as a strengthening of the mathematics program, would make them even more effective. (Author/GC)

1303 ED 186 554

Bonn, Robert L.

District E.S.E.A. Title I Programs and Impact Aid (PL 81-874) Programs. Final Evaluation Report, 1978-1979.

Community School District 21, Brooklyn, N.Y.

Pub Date—Jul 79

Note—32p.

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Compensatory Education, *Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, Individualized Instruction, Junior High Schools, Paraprofessional School Personnel, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Programs, Teacher Role

Identifiers—*Elementary Secondary Education Act Title I, *Impact Aid, New York (Brooklyn)

The District 21, 1978-79 Title I Reading Program had three basic components: (1) Augmented Reading Services, (2) Optional Assignment, and (3) Non Public Schools. The Augmented Reading Services component operated in six elementary schools, reaching a total of more than 1,300 students defined as below minimum competency and unserved by other programs. This component utilized a diagnostic/prescriptive approach and individual or small group instruction. Its effectiveness is reflected in the high ratios of actual to expected mean gains for program participants at each grade level. The Optional Assignment component served more than 300 educationally disadvantaged students in twelve non-Title I elementary schools. Like the first component, Optional Assignment showed greater than expected mean achievement gains at every grade level. A supplementary program, Impact Aid, made it possible for Augmented Reading Services and Optional Assignment to effectively serve an additional 245 students. The final component of the program was one in which paraprofessionals worked together with teachers assigned to three non-public schools located in District 21. Their efforts were helpful in providing individualization of instruction. Overall, the strength of the Title I reading program may be attributed to the small group instruction. Its effectiveness is reflected in the dedication of teachers and paraprofessionals and effective utilization of individualized, diagnostic/prescriptive instruction. (Author/GC)

1304 ED 186 555

Halliwell, Joseph

Community School District 20K. Reading Program for Optional Assignment, Title I - 5071-91627. Final Evaluation Report, 1978-79.

Community School District 20, Brooklyn, N.Y.

Pub Date—[79]

Note—14p.

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Compensatory Education, *Diagnostic Teaching, Elementary Education, *Federal Programs, Individualized Instruction, Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Reading

Identifiers—*Elementary Secondary Education Act Title I, New York (Brooklyn)

Based on observations of all Title I reading teachers participating in the Program for Optional Assignment in District 20K, Brooklyn, New York, this report summarizes the program's policies, practices, and student achievement results. The program proposal called for assigning special reading teachers to work with second through ninth grade students, with 204 students in four schools ultimately served. The basic purpose of the program was to raise the reading achievement level of these Optional Assignment students by means of individualized and small group instruction. Requirements for student admission included economic disadvantage, residence in a Title I area, and a need for reading remediation. The principal feature of the program was a diagnostic/prescriptive approach to reading instruction based on individual needs. Teachers were well prepared and kept careful records on student progress. Space and equipment used by the program were adequate, though it is recommended that full size classrooms be found for the future, especially at the junior high school level. Measurement instruments utilized included the Stanford Early School Achievement Test (for second graders), the Stanford Reading Test, and a number of other diagnostic tests. Pre and post mean achievement data indicate highly positive gains at all grade levels. (Author/GC)

1305 ED 186 556

Kosky, Elizabeth

Community School District 20K, Non Public School Bilingual Program, Title I-5071-91626. Final Evaluation Report, 1978-79.

Community School District 20, Brooklyn, N.Y.

Pub Date—79

Note—20p.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education, Compensatory Education, Elementary Education, Jews, *Language Skills, *Private Schools, Program Effectiveness, Program Evaluation, *Yiddish

Identifiers—*Elementary Secondary Education Act Title I, *New York (Brooklyn)

A bilingual Title I program conducted for 251 Yiddish speaking students in grades 1-8 is evaluated in this report. The objectives of the program, which operated in six Yeshivas in Brooklyn, New York's District 20, are outlined. Staffing instructional patterns, student eligibility and participation, and student achievement evaluation procedures are described. A statistically significant improvement in language achievement is reported for all eight grades, although greatest gains are shown to have occurred among students in the lower grades. This is attributed to the more frequent instruction (minimum three days per week) provided to these students. Also commented upon in the report are the quality of instructional services provided by the bilingual teachers and paraprofessionals, the provision of inservice staff training, and the public availability of information regarding the Title I bilingual program. Based upon the evaluation, it is recommended that this program be recycled. Also presented is a series of recommendations regarding administrative procedures, evaluation instruments employed, the coordination of the bilingual program with other Title I services, and frequency of instruction. (GC)

1306 ED 186 557

Lodato, Francis J.

Community School District 20K, Math Success, Title I - 5071-91625. Final Evaluation Report, 1978-79.

Community School District 20, Brooklyn, N.Y.

Pub Date—[79]

Note—8p.

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Mathematics Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Resource Room Programs

Identifiers—New York (New York)

Throughout the 1978-1979 school year, four teachers in District 20 in New York City were utilized for the purpose of developing math skills in selected students in four elementary schools. The target students were removed from class for the additional instruction that their needs required. Each teacher met with five groups of students per school day. The periods ran from forty to forty-five minutes for a total of 200 to 225 minutes of math instruction per week for each group. Teacher-student ratio was approximately 1 to 12. Growth in the mean scores for pre and post tests was noted for all the schools. The Math Success Program as it is conducted in District 20 continues to be an impressive success. (Author/RLV)

1307 ED 186 558

Halliwell, Joseph

Community School District 20K, Reading Success, Title I -5071-91624, Impact Aid 5071-98722. Final Evaluation Report, 1978-79.

Community School District 20, Brooklyn, N.Y.

Pub Date—[79]

Note—20p

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, Diagnostic Teaching, Elementary Education, Junior High Schools, Pretests Posttests, *Program Effectiveness, Program Evaluation, *Reading Achievement, Remedial Instruction, *Remedial Programs, *Remedial Reading

Identifiers—*Elementary Secondary Education Act Title I, *Impact Aid, New York (Brooklyn)

The Program for Reading Success was designed to improve the reading skills for first through ninth graders identified as being in need of remediation. Funding was supplied by Title I and Impact Aid. The program served 1,320 students and employed 22 teachers. Teachers gave individualized and small group instruction based on an intensive diagnostic program designed to isolate specific reading disabilities. The program was supplementary to regular reading programs. Inservice training sessions were provided for teachers. The Stanford Early School Achievement Test and the Stanford Achievement Test were used as pre and post test measurement tools. Data indicated a mean overall growth in reading grade equivalent scores of 13 months for first through third graders and 13.7 months for second through ninth grade Title I students. Reading Success Impact Aid students gained a mean of 12.3 months in reading achievement. On the basis of these data, it was asserted that the Reading Success Program helped to reduce the gap between Title I students and their non Title I peers. (MK)

1308 ED 186 559

Bonn, Robert L.

Special Needs TESL Program, 1978-79, Final Report.

Community School District 20, Brooklyn, N.Y.

Pub Date—[79]

Note—9p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiolingual Methods, Elementary Education, *English (Second Language), Individualized Instruction, Junior High Schools, Non English Speaking, Program Evaluation, *Resource Room Programs, Second Language Instruction, *Second Language Programs, Small Group Instruction

Identifiers—*New York (Brooklyn)

The Teaching English as a Second Language Program was developed as a response to the needs of a multicultural population. It provides services geared to the individual needs of non-English speaking children in elementary and junior high schools. Children were seen for five 40 to 45 minute periods weekly in groups of 10 to 12. An audio-lingual method of instruction was used. Program evaluation was based on observations, interviews, and pre and post test results. The TESL program proved effective in nine out of ten grade levels and met the need for which it was intended. Strengths of the program were found to be the pull-out approach (children were taken from their regular classes for special services) and the small group/individualized instruction using audio-lingual teaching aids. The evaluation showed that the staff was enthusiastic and the administrative organization was capable. (MK)

1309 ED 186 560

Streit, Fred Spack, Eliot G.

Community School District #10 (N.Y.C.), Title I ESEA - B/E 5051-91620, Impact Aid - B/E 5051-98720. Final Evaluation Report, 1978-1979.

Community School District 10, Bronx, N.Y.

Pub Date—Jul 79

Note—61p.; Not available in paper copy due to light print.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Administrator Attitudes, Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Private Schools, Program Effectiveness, Program Evaluation, Public Schools, *Reading Programs, *Remedial Programs, Teacher Attitudes

Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Bronx)

The following Title I and Impact Aid programs carried out in Bronx, New York's Community School District 10 are evaluated in this report: (1) a reading program providing remedial instruction to students in grades K-9; (2) a non public school component providing remedial reading and mathematics instruction to eligible students in grades 1-8 at private schools located within the district; (3) an Optional Assignment Reading Program for students in grades 7-9. A major goal of all three programs was to significantly increase the achievement of students from educationally disadvantaged backgrounds. Program objectives were achieved in the K-9 reading program and the non public school component, though not in the Optional Assignment Reading Program. Data presented in this evaluation include: program objectives, classroom observation reports, interview data from teachers, educational assistants and parents of participating students, pre and post achievement test results, and the status of objective attainment for each component. (Author/GC)

1310 ED 186 561

Tilis, Howard S. And Others

An Evaluation of the PSEN Reading and Bilingual Program 1978-79.

Community School District 6, New York, N.Y.

Pub Date—Aug 79

Note—25p.; Not available in paper copy due to light print in the original.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Bilingual Education, Diagnostic Teaching, Elementary Education, *English (Second Language), Greek, Individualized Instruction, Language Skills, *Program Effectiveness, Program Evaluation, *Remedial Reading, Spanish

Identifiers—*New York (New York)

The District 6 program for Pupils with Special Educational Needs (PSEN) was designed to provide (1) supplementary reading instruction to English speakers, and (2) bilingual instruction and reading skills, including English as a Second Language (ESL), to Spanish and Greek speakers. A total of 3,856 kindergarten through third grade children and 227 fourth through eighth graders were served by the program. In the reading component, small group and individualized instruction were provided to children deficient in reading skills, following a sequential diagnostic/prescriptive model. The bilingual component of the PSEN program was designed to improve the Spanish or Greek of participants through reading instruction in the child's native language, as well as to improve the child's English language proficiency. The evaluation design for the District 6 PSEN program specified both process and product evaluation, and focused on the degree to which program objectives were being implemented. Results of the evaluation are presented in this report. Included are reading achievement data, information on staffing and instructional practices, and data acquired through observations and interviews focusing on teacher, paraprofessional, and administrator attitudes toward the program. Recommendations for improving the program are offered regarding bilingual instructional guidelines, diagnostic testing, and the utilization of ESL materials. (Author/GC)

1311 ED 186 562

Tilis, Howard S. Conde, Aquiles

Evaluation of the 1978-79 United States Elementary and Secondary Education Act–Title I and Impact Aid Programs in Community School District 6, New York, N.Y.

Community School District 6, New York, N.Y.

Pub Date—Nov 79

Note—68p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Administrator Attitudes, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Secondary Education, *English (Second Language), Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs, Spanish Speaking, Teacher Attitudes

Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (New York)

The following programs funded under Title I and Impact Aid and implemented in New York City's Community School District 6 are evaluated in this report: (1) the Program for Corrective Reading for eligible students in grades 3-6; (2) the Junior High School Reading Lab Program; (3) Project Striver, designed to provide supplementary reading instruction to pupils in grades 4, 5, and 6; (4) the Math Laboratory Program for the elementary and junior high levels and a supplementary Math Lab Impact Aid program; (5) an English as a Second language (ESL) program for Spanish speaking students in grades 3-9; (6) Project Success, and intensive reading and mathematics program for severely educationally retarded students in grades 4-7; (7) a non public school component which operated in four paruchial schools for eligible students in grades 1-8. For each component, the goals and target population are described, evaluation procedures are reviewed, program activities are outlined, and student achievement data are presented. The results of questionnaires administered to teachers, paraprofessionals and principals are also included in the report. (GC)

1312 ED 186 563

Weiss, James And Others

Community School District #5 1978-79 Title I Decentralized Programs. Evaluation of the New York City School District 5 Educational Projects Funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) Performed for Community School District 5 for the Year 1978-79. Final Evaluation Report.

Community School District 5, New York, N.Y.

Pub Date—Feb 80

Note—58p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, *English (Second Language), Federal Programs, Individualized Instruction, Junior High Schools, Mathematics Instruction, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs

Identifiers—*Elementary Secondary Education Act Title I, *New York (New York)

Three programs, one in reading, one in mathematics and one English as a Second Language (ESL) component, are described in this evaluation. The programs were designed to provide remedial instruction to students in New York City's Community School District 5. For each program component, data presented in this report include: a description of program objectives, target population, and principal activities; student achievement data; and evaluator observations and recommendations. (GC)

1313 ED 186 614

Strengthening Education's Participation in the Work-Education Consortium Project. Final Report.

Portland School District No. 1, Oreg.

Spons Agency—Office of Career Education (DHEW OE), Washington, D.C.

Pub Date—30 Sep 78

Contract—300-77-0425

Note—90p.; Parts of the evaluation report will not reproduce well due to light and broken type. For related documents see ED 132 284 and ED 138 786

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Education, Community Resources, Cooperative Programs, Elementary Secondary Education, Human Resources, *Program Effectiveness, *School Community Relationship, Staff Development, *Teacher Workshops, Work Experience Programs

Identifiers—Education Amendments 1974, Oregon (Portland)

A brief program description, recommendations to the sponsor, and an evaluation report are presented for a 6-day summer workshop to train public school teachers and administrators (K-12) to use community resource people in career awareness and exploration programs. Activities reported include large- and small-group training sessions, community site visits, and interaction between the 50 participants (teachers and administrators from three school districts) and members of the Greater Portland Work-Education Council. Recommendations are presented concerning three topics: U.S. Office of Career Education initiatives, collaboration in career education, and local collaborative efforts. The evaluation report describes procedures and results of a three-part assessment: (1) pre- post-test comparison of workshop participants (46) and comparison group teachers (2), observation of workshop activities of 10 randomly selected participants; and (3) interviews with representatives from the six agencies and organizations involved in the project. Conclusions reported include the following: participant teachers gained in self-confidence and knowledge of Portland's resources and were superior to comparison teachers in skills for preparing students and community resource persons to produce a successful instructional situation; participant administrators strengthened relationships with key community groups; cooperation between the six collaborating groups was responsible for the project's positive conclusion. Questionnaires and interview forms are appended. (JT)

1314 ED 186 674

Barnes, Keith D.

The Appraisal of School Guidance and Counseling Services in the Urban Schools.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—49p.; For related documents see CE 024 197-199.

Pub Type— Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, Career Education, Consultation Programs, Counseling Services, Counselors, Educational Philosophy, *Evaluation Criteria, Facilities, Financial Support, Guidance Objectives, Guidance Personnel, *Guidance Programs, Information Services, Organizational Effectiveness, Personnel Evaluation, Program Development, *Program Effectiveness, Program Evaluation, Referral, School Counseling, *School Guidance, Secondary Education, *Self Evaluation (Groups), Student Placement, Urban Schools

This resource booklet contains an operational appraisal instrument for use in evaluating the program effectiveness of secondary school guidance and counseling activities. It first presents criteria for exemplary guidance programs, which form the basis for the evaluation. Program areas appraised by this instrument include philosophy and objectives, guidance staff (professional, related professional, counselor-support, and clerical personnel), program (responsibilities, appraisal services, personal-social and educational-occupational information services, consultative and referral services, orientation and educational placement, counseling services, program development), facilities and provisions, and financial support. A scoring and weighing sheet is provided. Users obtain a quantitative measurement of a guidance and counseling program's strengths and identify areas in need of improvement. (The study that developed this document is reported in CE 024 197.) (YLB)

1315 ED 186 675

Barnes, Keith D.

The State of Urban School Guidance and Counseling in the Major School Districts of America.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—228p.; For related documents see CE 025 196 and CE 025 198-199.

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Counseling, Career Education, *Career Guidance, Community Influence, Delivery Systems, Environmental Influences, Family Influence, Guidance Programs, National Surveys, Program Improvement, Public Schools, *Pupil Personnel Services, School Community Relationship, School Counseling, *School Guidance, Secondary Education, *State of the Art Reviews, Urban Areas, *Urban Schools, Urban Youth

Identifiers—United States

A comprehensive analysis of the state of school guidance and counseling emphasizing career guidance and counseling involved a literature search, compilation of current educational statistical data, a national survey of large city career counseling services, visitations and direct communication with school guidance personnel, and interviews with leaders in the field. Factors in the home, school, and community which influence urban youth were identified. Reform of past practices emphasizing special needs and college-attendance-related job functions was recommended to respond to the varied services demanded from and limited funds available to counselors today. Although they are sound, existing models for delivery of career counseling were considered dependent on accurate student needs and self-understanding information. An alternate method incorporating community involvement was suggested. A survey of the 112 largest public school systems produced information indicating that career guidance and counseling services in urban schools (1) are not properly funded; (2) lack adequate supplies, resources, and personnel; (3) need to develop models to improve services; (4) need to establish operational professional roles and function statements; (5) are facing pressure to add more duties despite staff shortages; (6) require more intensive inservice training and skill development experiences; and (7) must improve their communication skills with school staff and the community. (The survey instrument is appended. See Note for needs assessment, operations evaluation instruments, and model and delivery system.) (YLB)

1316 ED 186 676

Barnes, Keith D.

A Model for Urban School Career Counseling Services.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—27p.; For related documents see CE 025 196-197 and CE 025 199.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Counseling, *Career Guidance, *Community Resources, Cooperation, Counseling Services, Counselor Role, Delivery Systems, Facilities, Financial Support, Guidance Personnel, Guidance Programs, Models, Parent School Relationship, *Program Design, *Program Development, Program Evaluation, *Program Implementation, School Community Relationship, Urban Areas, *Urban Schools

This aggregation model for urban school career counseling services presents a systematic alternative to those career guidance and counseling strategies presently in place in urban schools. Its purpose is to facilitate collaborative efforts by school staff, parents, students, and the community in building career guidance and counseling sevices based in the school yet drawing upon the rich human and material resources of the urban area. The career counseling model, presented in both graphic and narrative forms, involves four stages (47 components): planning (13), design (19), implementation (9), and evalaution (6). The narrative section defines the components and describes the role which personnel, financial resources, facilities, and other support systems play in the career counseling process. The establishment of an aggregation of career counseling sponsors, including the local school district, state education department, counselor education institution, and professional organizations is required to implement this model. (The study which developed this document is reported in CE 025 197.) (YLB)

1317 ED 186 841

"Success in Reading and Writing" Pilot Project, Second Semester, School Year 1978-79. Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Feb 80

Note—84p.; A few pages in the appendixes will not reproduce clearly because of small print.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Primary Education, Program Descriptions, *Program Evaluation, *Reading Improvement, *Reading Instruction, Reading Programs, Reading Research, Reading Skills, *Writing Instruction, Writing Skills

Identifiers—*Right to Read

The intent of this evaluation report is to provide information obtained from a study of the Success in Reading and Writing Program pilot project initiated in the Washington, D. C. public schools in 1978-79. The first chapter of the report describes the Success in Reading and Writing Program, its goals and objectives, and the pilot project; states the purpose of the evaluation study; and provides information pertaining to the population of the six schools and 18 classes involved in the pilot project. The second chapter offers a discussion of the evaluation design, including the objectives of the evaluation, instrumentation, analysis of data, and the design limitations. The third, fourth, and fifth chapters present the findings, conclusions, and recommendations of the study. Nine appendixes contain examples of one-day programs for grades one, two, and three; examples of instruments used in the study; statements by participating teachers concerning advantages and disadvantages of the Success in Reading and Writing Program; and data obtained from an observational checklist. (FL)

1318 ED 187 456

Figgures, Cleo

Evaluation of Staff Development in Early Childhood Programs, 1978-1979. Report Number 8026.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Apr 80

Note—37p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitudes, *Early Childhood Education, Program Evaluation, Questionnaires, *Staff Development, *Supervisors, Teacher Aides, *Teachers, *Teaching Assistants

Identifiers—*Pennsylvania (Philadelphia)

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across seven early childhood education programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers, and aides in the spring of 1979. Total responses from all programs indicated that most teachers felt that staff development activities helped them to a better job in the classroom. Most supervisors across programs indicated that they spent the greatest amount of time giving suggestions about the use of curriculum materials. Staff across all programs indicated that they were satisfied with all supervisory services and agreed that creative arts and learning disabilities were the most important subject areas for future staff development programs. (Author/MP)

1319 **ED 187 788**
Bonn, Ethel V.
Community School District 20K, Strengthening Early Childhood Bilingual, Title I-5071-91622. Final Evaluation Report, 1978-79.
Community School District 20, Brooklyn, N.Y.
Pub Date—[79]
Note—8p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Compensatory Education, *English (Second Language), *Language Skills, Paraprofessional School Personnel, Primary Education, *Program Effectiveness, Program Evaluation, *Second Language Programs, Spanish Speaking
Identifiers—*Elementary Secondary Education Act Title I, *New York (Brooklyn)

The Strengthening Early Childhood (Bilingual) program was designed to develop English language skills for pupils in grades one and two who were below the twenty-first percentile when tested on the Language Assessment Battery (LAB) in English. One hundred thirty-eight students were seen by three teachers and three paraprofessionals in groups of ten for five 40 to 45 minute periods of instruction weekly. The program was evaluated through interviews, classroom observations, and analysis of pre and posttest LAB data. The program was found to be operating effectively and to be meshing with several other school programs in that it provided additional English instruction to children drawn from Spanish dominant classes. LAB results indicated that mean gains were achieved at both grade levels. Fifty percent of the participants reached the twenty-first percentile by the end of the program. Grade two students who had received reading instruction were tested by the Metropolitan Achievement Test and were found to have gained an average of thirteen months in grade equivalent achievement scores. Recommendations include recycling of the program, separate testing for eligibility and evaluation, and training of staff personnel in record keeping. (MK)

1320 **ED 187 789**
Silverman, Dorothy Bank, Stanley
Title I. Final Evaluation Report, Summer 1979.
Community School District 8, Bronx, N.Y.
Pub Date—[79]
Note—56p.; Not available in paper copy due to smudged print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compensatory Education, Elementary Secondary Education, *Parent Participation, *Program Effectiveness, Program Evaluation, Remedial Mathematics, *Remedial Programs, *Remedial Reading, *Summer Programs, Writing Instruction
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Bronx)

This document presents evaluations of summer Title I and Impact Aid reading, writing, and mathematics programs and their Parental Involvement component. The Title I and Impact Aid programs are briefly described as are the evaluation procedures, program activities, program materials, interviews with staff members, process evaluation findings, and recommendations. Quantitative evaluation was accomplished by a pre/posttest design utilizing the Stanford Diagnostic Reading Test. These findings are presented separately. The Parental Involvement Component evaluation includes information on background, procedure, findings, observations, and recommendations. Programs were found to be functioning well and recycling was recommended in all cases. Quantitatively, 47.8% of participating students made gains in reading while 33.6% maintained their initial levels. Test results for the remaining students indicated losses in achievement. (MK)

1321 **ED 187 790**
Knight, Michael E.
Evaluation of P.S.E.N. Program Community School District 31, New York City. 1978-79 School Year.
Community School District 31, Staten Island, N.Y.
Pub Date—19 Oct 79
Note—14p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Diagnostic Teaching, Elementary Education, Junior High Schools, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading
Identifiers—*New York (Staten Island)

This program was designed to improve reading and mathematics achievement by directing intervention toward diagnosed deficiencies in these areas. Two thousand thirty-five students in grades one through nine participated in the reading component. Diagnostic-prescriptive teaching approaches were implemented in both components with an emphasis on small group instruction. Process evaluation was accomplished utilizing a rating scale during observation by the evaluator. Wide differences were noted among participating schools, with no consistent trends being observable. Quantitative evaluation was based on a pre/posttest design utilizing the Stanford Diagnostic Reading Test and the Stanford Diagnostic Math Test. Results of the Correlated "t" Test for the reading component indicated gains in auditory vocabulary and comprehension for all grades. At all grade levels the actual posttest means were higher than the predicted posttest means. Results of the Correlated "t" Test for the mathematics component indicated gains at both grade levels in concepts, computation, and problem solving. In all cases, actual posttest means exceeded predicted posttest means. Recommendations for future program implementation are made. (MK)

1322 **ED 187 791**
Knight, Michael E.
Evaluation of Title I Program, Community School District 31, New York City. 1978-79 School Year. Final Report, Diagnostic-Prescriptive Program in Mathematics.
Community School District 31, Staten Island, N.Y.
Pub Date—19 Oct 79
Note—16p.; Not available in paper copy due to broken print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Compensatory Education, Computation, Diagnostic Teaching, Elementary Education, Junior High Schools, Measurement, Number Concepts, Problem Solving, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Resource Room Programs
Identifiers—*Elementary Secondary Education Act Title I, *New York (Staten Island)

This program was designed to improve mathematics achievement by directing intervention toward diagnosed deficiencies in number concepts, computational skills, relationships among measures, and problem solving. Four hundred and twenty second through eighth grade students participated in the program. Math lab rooms were established in each of seven participating schools where students were seen in whole class and small group settings. Process evaluation was accomplished through a rating scale utilized by the evaluator during observation. Rating results indicated that the program functioned at an extremely high level with no ratings below the "fair" category. Quantitative evaluation was based on a pre/posttest design using the Stanford Diagnostic Mathematics Test. In all cases, on all grade levels, actual posttest means indicated significant gains in achievement and exceeded predicted posttest means. The report includes recommendations for future program implementation. (MK)

1323 **ED 187 792**
Knight, Michael E.
Evaluation of Diagnostic/Prescriptive Reading Program, Community School District 31, New York City. 1978-79 School Year. Final Report.
Community School District 31, Staten Island, N.Y.
Pub Date—19 Oct 79
Note—17p.; Not available in paper copy due to light, broken print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compensatory Education, *Diagnostic Teaching, Elementary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Program Implementation, Reading Centers, *Remedial Programs, *Remedial Reading
Identifiers—*Elementary Secondary Education Act Title I, *New York (Staten Island)

Five hundred twenty-six second through sixth graders were identified as needing supplementary reading instruction, their specific needs were diagnosed, and intensive prescriptive instruction was provided. A lab oriented learning center environment was prescribed which included a listening-/viewing center, a decoding center, a game center, a library center, and writing centers. The program was evaluated qualitatively through observation using a rating scale. Quantitative evaluation was accomplished with a pre/posttest design using the Stanford Diagnostic Test. Examination of rating scale data indicates a profile of successful implementation. The vast majority of ratings were in the "very good" and "excellent" categories, with no program characteristics rated as "poor" or "very poor." Pre and posttest means indicate gains in mean grade equivalent achievement at all grade levels. At each grade level the actual posttest mean was higher than the predicted posttest mean. Evaluators found no weaknesses in the program. (MK)

1324 **ED 188 043**
Wheeler, Linda Finley, Mary Jane
The Dropout Problem. Phoenix Union High School District No. 210. Special Report.
Phoenix Union High School District, Ariz.
Pub Date—80
Note—94p.
Available from—Phoenix Union High School District, Number 210, Research Services, 2526 West Osborn Road, Phoenix, AZ 85107
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Planning, *Dropout Characteristics, Dropout Research, Dropouts, *Educational Opportunities, *Employer Attitudes, *Employment Potential, *Environmental Influences, High School Students, Research Projects, Secondary Education, *Student School Relationship, Surveys
Identifiers—*Phoenix Union High School District AZ

In an effort to decrease the dropout rate, the Phoenix Union High School District investigated the dropout problem to identify background factors, school/training and job opportunities, and student experiences and opinions. Other local school districts were surveyed by telephone to determine their dropout rates and programs. Representatives of career schools, employment agencies, labor unions, public service agencies, branches of the armed services, and industry and business were contacted to obtain information on entrance requirements, employment policies, or eligibility requirements. Student dropouts were also surveyed by telephone or mail questionnaires to ascertain why they dropped out and, for those who eventually returned, why they chose to do so. Results indicated that: (1) residential patterns, school finances, and support from parents, peers, and the community affect the dropout rate; (2) few educational or job opportunities exist for dropouts because they lack basic skills, preserverance, and good work habits; and (3) the majority of dropouts are students who have been "turned off" by schools, teachers, and programs. (Although geographically specific, this research project provides an adaptable model for readers interested in conducting dropout research.) (HLM)

1325 ED 188 279
Cohen, Barbara Porges
The Effects of Crowding on Human Behavior and Student Achievement in Secondary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—75
Note—25p.; Figures may not reproduce clearly due to small print of original document
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Program Descriptions, *School Size, School Surveys, Scientific Research, Secondary Education, *Small Schools, *Student Teacher Relationship, Urban Schools
Identifiers—*Overcrowding

The concern of this paper is the problem of overcrowding in large city schools and its effect on human behavior and student achievement. It opens with a discussion of psychological and sociological research on animals that has implications for humans in overcrowded environments. Also discussed are teacher-student relationships and administrator behavior, as well as a study that shows decreased student involvement in extracurricular activities as school size increases. The paper concludes with program suggestions for small secondary schools that would increase opportunities for individualized instruction and independent study. (LD)

1326 ED 188 300
School Size and Pupil Costs, Reviewed for 1979-80. 1980 APS Planning Document 2.
Albuquerque Public Schools, N. Mex.
Pub Date—Feb 80
Note—63p.; For related documents, see ED 114 908 and ED 153 365.
Available from—Director, Organization, Analysis & Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, NM 87125 (first copy $8.50, all additional copies $4.25)
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors—Educational Facilities, Elementary Schools, Elementary Secondary Education, Enrollment Rate, Enrollment Trends, *Expenditure Per Student, High Schools, Middle Schools, *School District Spending, *School Size, Special Education, Tables (Data)
Identifiers—*Albuquerque Public Schools NM

The ninth annual report on optimal school size for New Mexico's Albuquerque Public Schools presents enrollment and cost figures for the district's elementary, middle, and high schools and for its special education programs. From these data are drawn the minimum school size for economic operation and the maximum school size for effective learning at each educational level. The figures indicate that declining enrollment at the middle and high school levels affected optimal school sizes, while upper and lower limits for elementary schools remained relatively unchanged from those of a year before. Extensive tables relate school size and costs per pupil and relate school size, occupancy rates, and administrative and instructional costs. Additional tables present transportation cost figures and overall summaries. (PGD)

1327 ED 188 354
Single Skills Training Courses–E.S.E.A. Title IV-C. Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Jan 80
Note—60p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Competency Based Education, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Mainstreaming, Program Descriptions, Program Evaluation
Identifiers—*District of Columbia, *Single Skills Training Courses

The document–over half of which consists of appendixes–presents the final evaluation report of Single Skills Training Courses, a project designed to provide short inservice training modules to teachers and administrators in the District of Columbia in the areas of competency based curriculum implementation and the mainstreaming and teaching of handicapped children. Aspects covered include project background and objectives, evaluation, and results. Eighteen courses were offered representing the preferences of 72% of the respondents to a needs assessment survey. The average course enrollment was 14.5. Participants perceived the courses as being valuable and enjoyable, and 86% of the participants earned recertification credit. (DLS)

1328 ED 188 773
Figgures, Cleo
Evaluation of the Get Set Day Care Program, 1978-1979.
Spons Agency—Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Apr 80
Note—52p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Ancillary School Services, *Child Development, Comparative Analysis, *Day Care, Early Childhood Education, *Parent Participation, *Program Evaluation, *Staff Development, Summative Evaluation, Tables (Data)
Identifiers—*Get Set Program, Pennsylvania (Philadelphia)

This study reports results of an evaluation of the developmental, parent involvement, staff development, and supportive services components of the Get Set Day Care Program in Philadelphia. During 1978-1979, the program provided day care and educational services to approximately 4,100 children in 70 sites. Developmental Behavior Checklist (DBC) data revealed that the Get Set Day Care Program participant's mastery of gross motor, fine motor manipulation, fine motor draw/write, social interaction/rapport, social responsibility-self help, cognitive and language skills was equal to that of all six Philadelphia School District Pre-Kindergarten programs combined. The developmental emphasis seen most frequently was social interaction. The major adult role observed was that of direct teaching. The majority of the staff had attended one or more workshops during the year, and also were generally satisfied with services provided by supervisors. The Creative Arts, as a topic for staff development, were agreed upon as having helped in classroom effectiveness and were preferred as a topic for future staff development. Parent involvement data revealed that an increase in volunteer hours contributed to the program. Supportive services, in the form of health, psychological and social services were, in general, provided in consistent fashion. Evaluation data are summarized in five appendices. (Author/RH)

1329 ED 188 774
Carter, Herman
Early Childhood Programs, Mental Health Services 1978-1979. Report No. 8054.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Mar 80
Note—18p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Early Childhood Education, *Mental Health Programs, Program Descriptions, Program Evaluation, *Psychological Services
Identifiers—Follow Through, Get Set Program, Pennsylvania (Philadelphia), Project Head Start

This 1978-1979 Mental Health Services report focuses on the types and quantities of mental health services provided to children in four Early Childhood Programs in Philadelphia: Get Set Day Care, Prekindergarten Head Start, Follow Through and Follow Through Expansion. Mental health services were provided by the Psychologists and Psychological assistants in Get Set Day Care, Mental Health specialists in Prekindergarten Head Start, and Mental Health Consultants in the Follow Through program. Data were obtained from a reporting form and from the contracted agencies' monthly or annual report(s) and invoice statements. Across the four programs, a total of 1419 children were seen by the mental health workers. Of these, 1149 (81%) received additional services. The most frequently identified impairments associated with program children were speech impairments, emotional problems, and developmental delays. Mental health workers provided direct services in the form of classroom observations, counseling or therapy sessions with children, and diagnostic treatment consultations with parents, staff and other program personnel. Services were most frequently provided, in order of frequency, to staff and other program personnel, children, and parents respectively. Indirect services consisted of conducting staff development sessions, making referrals and attending faculty or planning meetings. Across the four programs, the major emphasis in indirect services was on attending faculty or planning meetings. (Author)

1330 ED 188 781
Young, Patricia B.
Parent Cooperative Nursery, 1978-1979. Report Number 8041.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Apr 80
Note—33p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement, Child Development, Evaluation, Evaluation Criteria, *Nursery Schools, *Parent Participation, *Parent School Relationship, *Preschool Children, *Staff Development, Tables (Data)
Identifiers—*Parent Cooperative Nursery Program, Pennsylvania (Philadelphia)

This document presents 1978-1979 evaluation data for three components (developmental/educational, parent involvement, and staff development) of the Parent Cooperative Nursery Program (PCN). The developmental/educational component consists of classroom practices, child developmental status, and achievement of program graduates. Classroom activities are divided between free play (70%) and structured activities (30%). Social-interaction rapport activities, which occurred more frequently than in most other programs, are characterized by a high level of interaction between children and adults. Achievement measures indicated that the PCN pupils in age groups two and three increased or maintained their previous year's learning, except for a slight decrease among 2-year-olds in the cognitive subsection of the instrument. Nearly all graduates scored at, or above, the norm in math, letters/sounds, and total reading when compared to other children their age. Families contributed nearly 129,000 hours to the program and 20,000 hours to workshops; parents were primarily interested in educational matters and policy planning issues at workshops. Staff development areas rated as having the highest effect on classroom performance were parent involvement, creative arts, teacher center facilities, and small group instruction. (Author/DB)

1331 ED 188 823
Doss, David And Others
Interim Evaluation Report: 1979 Summer School Program. Publication Number 79.16.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note—124p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, Educational Improvement, Educational Objectives, *Educational Quality, Elementary Secondary Education, *Low Income Groups, *Migrant Children, Outcomes of Education, Preschool Education, Program Design, *Program Effectiveness, *Summer Schools, Teacher Attitudes
Identifiers—California Achievement Tests, *Educational Impact, Tests of Basic Experiences, Texas (Austin)

The 1979 Austin (Texas) Independent School District (AISD) summer program, centering on 3 campuses, included 33 preschool migrant children and 187 migrant or SCE-funded children in grades K-5 following a curriculum of enrichment and remediation in math, reading, and oral language development. In addition, 50 migrant secondary students attended remedial or required high school courses. Results of pre- and post-tests indicated that only the preschool students met the educational objectives of the program, showing significant gains in English language development. Students in grades 1-5 did not uniformly demonstrate a positive effect of the program, nor did secondary students have a higher rate of course completion than the previous year. Furthermore, evaluators noted that while the AISD program, like many other summer programs, had no significant long-term impact on the academic achievement of low-income students, such programs do help prevent those students from falling farther behind. Finally, teachers were shown to be less accurate predictors of fall achievement levels than were spring achievement tests. Recommendations included the development and evaluation of experimental summer schools fundamentally different in nature from previous programs. (SB)

1332 ED 189 102

Holley, Freda M

An Alternative Approach to Assuring Teacher Competence. Publication #79.30.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Apr 80

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980). Contains some small print.

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, *Competence, Competency Based Teacher Education, Elementary Secondary Education, *Evaluation Methods, Professional Training, *Program Development, *Program Implementation, Rating Scales, *Teacher Evaluation, *Teaching Skills

Identifiers—Interrater Reliability, *Professional Personnel Evaluation System

Teachers, administrators, and a few parents and students rated 100 teacher competency statements with the help of the Research and Development Center for Teacher Education. These competency statements then served as the basis for the Professional Personnel Evaluation System (PPES), which also consists of rating scales to be completed by administrators, parents and students; detailed observation procedures; a handbook; and a computerized record of ratings for school-by-school comparisons. After the first year of operation (1978-79), participants felt that the new system was superior to the old method of teacher testing. There was great concern, however, over the variability in teacher ratings by administrators across schools. In 1979-80 other events intervened. Staff time costs were too high to justify the new system, raising the speculation that teacher testing may be the only way to establish a minimum competency level. (CP)

1333 ED 189 127

Goodwin, Judy

Follow Through Program (Original), 1978-1979. Report No. 8023.

Philadelphia School District, Pa. Office of Early Childhood Programs.

Pub Date—Feb 80

Note—58p.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Ancillary School Services, *Compensatory Education, Elementary School Mathematics, *Parent Participation, Participant Satisfaction, Primary Education, *Program Effectiveness, Program Evaluation, Questionnaires, Reading Achievement, School Health Services, *Staff Development, Student Teacher Ratio, Teaching Models

Identifiers—California Achievement Tests, Elementary Secondary Education Act Title I, *Project Follow Through

Philadelphia's Follow Through program in 14 schools was evaluated in terms of its educational, staff development, parent involvement, health services, and social services components. Cross-sectional reading and mathematics achievement data indicated that the Follow Through participants outperformed the non-Follow Through Title I group. Quasi-longitudinal achievement data were consistent with these findings, indicating that pupils with maximum exposure to Follow Through in grades 1-3 outperformed Title I non-Follow Through pupils, regardless of preschool experience. Classroom observation data indicated different behaviors were present in classrooms using the different Follow Through models: Bank Street, Behavior Analysis, Bilingual, Educational Development Center, Parent Implemented, and Philadelphia Process. Teachers and aides participated in staff development workshops and consultations; most felt that these activities had produced changes in the classroom. Parent involvement included fund raising, training, and providing policy and budget advice, at the approximate rate of 14.3 hours per family. Health services data showed that in fourteen schools, nine had contracts for supplemental medical services, five for dental services, and six for psychological services. All of the schools employed Parent Involvement Coordinators, who assisted almost half of the families needing social service assistance. (Staff questionnaires and data tables are included). (Author/GDC)

1334 ED 189 188

Gersten, Russell M. Carnine, Doug

Measuring Implementation of the Direct Instruction Model in an Urban School District: An Observational Approach.

Oregon Univ., Eugene.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Grant—OEG-00-7507324

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, *Classroom Observation Techniques, Compensatory Education, Competency Based Teacher Education, Elementary School Teachers, *Inservice Teacher Education, Primary Education, *Program Implementation, *Skill Development, Teacher Aides, Teacher Evaluation, Teaching Methods, *Test Reliability, *Test Validity

Identifiers—*Direct Instruction Supervision Code, Distar Reading Program, Levels of Use Interview, Project Follow Through

During an extensive inservice program, teachers and aides in 20 kindergarten and first grade Follow Through Classrooms were observed for mastery of the Direct Instruction Model. Two trained observers used the Direct Instruction Supervisor Code to record behavior in the fall, winter, and spring. Subjects were observed while teaching a 12 minute lesson in reading or oral language. Mastery was hierarchical: most subjects mastered the two basic components (formats and signals) within two months, and the remaining components (corrections, pacing, and student accuracy) by May. Reliability and validity of the Code, and students' achievement gains were also examined. Code scores had high interobserver reliability and low to moderate reliability between fall and winter observations. Scores had moderate concurrent validity with supervisor ratings and discriminated well between high and low implementers. All aides and teachers scored poorly on Loucks' Levels of Use interview for assessing educational innovations: its validity for a performance based model, such as Direct Instruction, was questioned. Correlations with scores on the Comprehensive Tests of Basic Skills were low for pacing and formats, and moderate for the remaining components. Tracing skill mastery over long periods (1-2 years) can offer valuable information for inservice training. (CP)

1335 ED 189 238

Schoener, John E. Schwager, Istar

Title I Children's Program: Learning to Read through the Arts. Developer/Demonstrator Project, National Diffusion Network, United States Office of Education. Evaluation Report 1978-79.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—[79]

Note—18p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Activities, *Art Education, Compensatory Education, Demonstration Programs, Elementary Education, Federal Programs, *Language Experience Approach, *Museums, Program Descriptions, Program Effectiveness, Program Evaluation, Reading Achievement, *Reading Programs, Validated Programs

Identifiers—*Elementary Secondary Education Act Title I, National Diffusion Network Programs, New York (New York)

This is an evaluation of a program designed to improve the reading skills of Title I eligible children in grades 4-6 through the integration of a total art program with a total reading program. A total of 1,176 New York City school children were served by the program, which was conducted by the Board of Education in association with five city museums. Presented in this evaluation are a brief description of program activities and achievement objectives, as well as the results of the California Achievement Test (pre and post) and the Wisconsin Design Skill Development Test, both of which were administered to participating students. Based on these results it is concluded that the Title I "Learning to Read Through the Arts" project was a success. Recommendations are offered regarding: (1) the expansion of the program within New York City and as a nationwide resource center; (2) expansion of the student population served to include special education students, bilingual students, and students younger than 4th grade; (3) expansion of evaluation procedures to focus on other than reading skills; and (4) the continued allocation of funds for the development of training materials. (GC)

1336 ED 189 247

Carin, Arthur A.

E.S.E.A. Title VII Multilingual Program, S.U.B.E., AVANTI, and HABILE. Final Report, 1978-1979.

Community School District 32, Brooklyn, N.Y.

Pub Date—[79]

Note—90p.; For a related document see ED 181 118.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Bilingual Education, *Curriculum Development, *Educational Objectives, Federal Programs, French, Haitian Creole, Italian, *Parent Participation, Program Descriptions, Program Effectiveness, Program Evaluation, Spanish, *Staff Development

Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

Separate evaluations of three Title VII bilingual education programs carried out in elementary and junior high schools in Brooklyn, New York, are presented in this report. The programs are S.U.B.E. (Success Under Spanish Bilingual Education); AVANTI (an approach to Italian bilingual education); and HABILE (Haitian Bilingual Education), which taught both Creole and French (as well as English) to participating students. For each program, objectives regarding instruction, curriculum, staff development, and parent involvement are described. Evaluation design and data analysis procedures are also outlined. Previous evaluation findings are reviewed and comments are offered on compliance with their recommmendations. Physical setting, materials and equipment, parent involvement, and adherence to Federal Title VII guidelines are evaluated for each of the programs. It is concluded that: (1) S.U.B.E. was a success and should be refunded in its present form; (2) AVANTI was successful, but should shift its foci to parent education regarding children's career possibilities, expanded bilingual guidance counseling, and materials development; and (3) HABILE should be refunded, but improvements in the areas of student participation, staff language usage and English competency, student instructional grouping, and curriculum development should be sought. Appended to the report are observation and evaluation forms and personal resumes of the evaluators. (GC)

1337 ED 189 248
Benedict, Annette
P.S. 332 Title VII Program, District Model for Bilingual Development. Final Evaluation Report, 1978-79.
Community School District 23, Brooklyn, N.Y.
Pub Date—[79]
Grant—G007604886
Note—20p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Parent Participation, *Program Effectiveness, Program Evaluation, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This is an evaluation of a Title VII bilingual education program carried out for Spanish and English dominant children in grades K-6 at Public School 332 in Brooklyn, New York. The aims of the program were to develop students' abilities to speak, read, and write English, to enable Spanish speaking children to interact with their English speaking peers, and to provide for bilingual staff development, parent and community involvement, and the development of instructional materials. In addition, goals were set for student achievement in the areas of mathematics, social studies, science, and cross cultural understanding. Staffing, instructional practices, and in-class and extracurricular activities are described in this report. Also presented are pre and post test scores, indicating achievement in reading, vocabulary, comprehension, mathematics, history, and culture for students at most grade levels. Brief recommendations are offered in the areas of classroom assignment of Spanish speaking pupils, outreach to surrounding schools, the incorporation of music and dancing into the curriculum, and the teaching of test-taking skills to participating students. (GC)

1338 ED 189 249
Marin, Genaro
Title VII Project Sabor, 1978-1979. Final Evaluation Report.
Community School District 8, Bronx, N.Y.
Pub Date—[79]
Note—21p.; Not available in paper copy due to reproduction quality of original document.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, Elementary Education, *Federal Programs, Junior High Schools, *Program Effectiveness, Program Evaluation, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Bronx)

An evaluation of Project SABOR, a bilingual education program funded under Title VII and carried out in seven elementary and junior high schools in the Bronx, New York, is presented in this paper. First the evaluation design is described. Then the program is outlined, with information presented regarding its educational objectives, number of students projected and enrolled, language proficiency of students (three-quarters were identified as having limited English proficiency), teacher/student ratio, staffing patterns, materials and equipment, classroom activities, staff training, and instructional activities. Program objectives accomplished by the end of the first year of SABOR are identified. The opinion is expressed that, although the program's objectives were too ambitious and administrative problems hampered its early implementation, the program should be continued. Extensive recommendations regarding instructional materials, additional bilingual staff, staff training, and the expansion of instruction to younger grades (the program currently serves only grades 4-8) are also offered. (GC)

1339 ED 189 252
Kean, Michael H.
The Impact of Federal Evaluation Legislation on Larger Urban School Districts.
Pub Date—Sep 79
Note—13p.; Paper presented at the symposium on "Evaluation Policy in Federally Funded Programs: Lessons from Title I" at the annual meeting of the American Psychological Association (New York, NY, September 1-5, 1979).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compensatory Education, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Legislation, Federal Regulation, Policy Formation, *Program Evaluation
Identifiers—Education Amendments 1974, *Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia)

The Educational Amendments Act of 1974 added an evaluation requirement to Title I legislation. Models of evaluation were required to specify techniques and criteria which facilitate comparisons of programs on a statewide or nationwide basis. The School District of Philadelphia conducted simulated studies of three evaluation models to determine implementation problems and barriers regarding Title I evaluation and considered how these experiences should guide Federal policy and legislation in other programs. Four categories of barriers to smooth implementation were identified: (1) validity of evaluative measurement devices; (2) accuracy of systems for sampling, testing, and evaluation; (3) aggregation issues regarding levels at which results can or should be used; and (4) issues of interpretation and application of data. It was concluded that Title I evaluation models may be theoretically sound; however, application may lead to inconsistencies. (Author/MK)

1340 ED 189 254
Schenker, Joseph H. And Others
Title VII Junior High School Bilingual Program, 1978-79. Final Evaluation Report.
Community School District 15, Brooklyn, N.Y.
Pub Date—[79]
Grant—G007700584
Note—10p.; Not available in paper copy due to broken print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Bilingual Education, Federal Programs, *Italian, Italian Americans, Junior High Schools, *Program Effectiveness, *Spanish, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This is the report of the evaluation of a Title VII bilingual bicultural program with both Spanish-/English and Italian/English components. The program, which operated in three public and one private school in District 15, Brooklyn, New York, was designed to provide reading instruction in English and the student's native language, mathematics and social studies instruction (native language), and to develop a career awareness program, staff development training, an inservice undergraduate and graduate program, a bilingual learning and materials dissemination center, and a parent education and participation program. In this report, student test data are presented as indicators of the Title VII program's instructional objectives. It is concluded that, although the objectives were not met in the areas of reading and mathematics, the language assessment measure indicates that the program has had a considerable positive effect. Recommendations are offered for improving future evaluation designs. (Author/GC)

1341 ED 189 255
Fox, Louise W. Fox, David J.
ESEA Title VII, Program for Achievements in Chinese, English and Spanish (PACES). Interim Report, 1978-79.
Community School District 2, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Grant—G007700415
Note—38p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Chinese, *English (Second Language), Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking, Staff Development
Identifiers—*Bilingual Education Act 1968, *New York (New York)

The primary goals of the Program for Achievement in Chinese and English and Spanish was to provide for the special linguistic, academic, and cultural needs of Chinese and Spanish speaking students in grades seven, eight, and nine. Program activities capitalized on students' native language proficiency while they developed competency in English. Program components included instructional activities, staff development, parent and community involvement, and curriculum and resource center development. Evaluation of the program was completed through the use of pre/posttest student achievement data and questionnaires completed by teachers. Questionnaire findings indicated that the staff development component was successful. Achievement test data indicated inconsistent attainment of goals in both Chinese-English and Spanish-English components across all grade levels. Recommendations for future program implementation are included. (MK)

1342 ED 189 256
Benedict, Annette
Title VII–Individualized Bilingual Instructional System. Final Evaluation Report, 1978-1979.
Community School District 23, Brooklyn, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Grant—G007804524
Note—25p.; Not available in paper copy due to light print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Individualized Instruction, *Parent Participation, Program Effectiveness, Program Evaluation, *Spanish Speaking, *Staff Development
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This is an evaluation of a Title VII bilingual education program carried out for Spanish speaking students in grades K-5 at Public School 155 (P.S. 155), Brooklyn, New York. A brief background of Title VII legislation is given. Instructional goals, staff development, parent involvement, and the development of a bilingual curriculum are listed as general objectives of the legislation. Specific objectives for the program at P.S. 155 are outlined. These include parent involvement and staff development, as well as student achievement in English and Spanish reading, mathematics, and bicultural education. Student progress is indicated by results from pre and post test scores. Other school and extracurricular activities undertaken as part of the program are also described. It is concluded that the P.S. 155 Title VII program was a general success, benefitting students, staff, and parents. Brief recommendations are offered in the areas of improved student records, expanded school activities, staff roles, and the extension of the program to a neighborhood parochial school. (GC)

1343 ED 189 258
Gateway Report, 1977-1978.
Community School District 22, Brooklyn, N.Y.
Pub Date—[78]
Note—80p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, Junior High Schools, *Organizational Objectives, Program Descriptions, Program Evaluation, Program Implementation, *School Districts, *Student Educational Objectives
Identifiers—*New York (Brooklyn)

This annual report delineates Brooklyn District 22's program goals and activities for the school year 1977-1978. Included are reports on language arts programs, the district ecology center, science education, math education, staff development, social studies, consumer education, libraries, Title IX, education for the gifted, guidance services, art and music education, bilingual and English as a Second Language programs, special education, attendance, the district drug abuse prevention program, and adult education. Individual reports for each elementary and junior high school in the district are included. The report concludes with goals for the 1978-1979 school year. (MK)

1344 ED 189 259
Pupil Reading Achievement: A Summary of the June 1979 Citywide Reading Test Results, Grades 2 through 9.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—Mar 80
Note—124p.; For a related document see ED 179 665.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, Junior High Schools, *Reading Achievement, Reading Skills, *Reading Tests, Standardized Tests, Tables (Data), *Test Results
Identifiers—*New York (New York)

This is a report on the results of the Citywide Reading Test administered in June, 1979, in the elementary, intermediate and junior high schools of New York City. The testing instruments used were the California Achievement Tests. Section A of this report presents information on pupil performance for the school system as a whole. Section B contains data on pupil performance in each of 31 districts. Section C presents, by district, information on the performance of pupils in each school. In each section the following data are presented: the mean score for pupils in each grade, the median score for pupils in each grade, and the percentages of students with scores at different performance levels. The percentage of students excused from the test because of limited English proficiency is also reported. Analysis of the data shows that the performance of pupils in the 1979 Citywide Test can best be characterized as very similar to, but slightly lower than, the performance of pupils nationwide on the same tests. Compared with the results of citywide testing in 1978, the 1979 grade equivalent scores were slightly higher. (Author/MK)

1345 ED 189 260
Cox, David Streit, Fred
Bilingual Mini School, Title VII ESEA. Final Evaluation Report.
Community School District 10, Bronx, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—30 Jun 79
Grant—G007604875
Note—25p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Elementary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Bronx)

The Bilingual Mini School focused on educational services of a bilingual nature for students in kindergarten through grade six. At the kindergarten, first and second grade levels all classes were comprised of Spanish-dominant or bilingual students. At grades three, four and five the students were grouped based on language dominance (Spanish or English). At the sixth grade level, all students were assigned to one classroom. Program activities were designed to maximize each student's academic skills, first in the dominant language and then in the second language. Program evaluation was completed through use of pre/posttest achievement data, classroom observation, interviews with teachers and educational assistants, and a review of instructional materials. Findings indicated most program objectives were attained. Results also indicated that the program operated smoothly, the district was responsive to staff requests, and rapport among staff members was excellent. Recommendations for future program implementation and achievement test data are included. (Author/MK)

1346 ED 189 261
Keller, Gary D. Tilis, Howard S.
Final Evaluation of Project Aprende, 1978-79. School District #6 ESEA Title VII Program.
Community School District 6, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Grant—G007700623
Note—63p.; Tables may be marginally legible due to small print. Not available in paper copy due to broken print in tables.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Cross Cultural Training, Junior High Schools, Language Dominance, Program Descriptions, Program Effectiveness, Program Evaluation, *Second Language Instruction, *Spanish, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (New York)

Project Aprende is an Elementary and Secondary Education Act Title VII bilingual-bicultural program established in three junior high schools in New York City. The program is intended to supplement and enrich basic tax levy bilingual instructional programs. The program includes five components: bilingual-bicultural instruction in reading, language arts, and selected content areas; a bilingual guidance program; a staff development program; a curriculum development project; and a parent involvement and education program. The program services a limited English speaking group of children and a group of non-Hispanics whose parents expressed an interest in having their children study Spanish as a second language. Students receive content area instruction in their native language and instruction in their second language depending upon need. Subjects such as art, music, and physical education are conducted bilingually. Program evaluation was completed employing classroom observation, questionnaires and pre/postest achievement measures. Data indicated that Project Aprende is functioning as intended. Recommendations are made for improvement of the basically sound program. (Author/MK)

1347 ED 189 262
Cervenka, Edward J. Rodriguez-Munoz, Juan
Final Evaluation Report on the Rafael Cordero Bilingual School, 1978-79.
Community School District 4, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—31 Oct 79
Grant—G007503636
Note—91p.; For a related document see ED 181 121.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking, Staff Development
Identifiers—*Bilingual Education Act 1968, *New York (New York)

The Rafael Cordero Bilingual School (RCBS) provides a basic program in bilingual education for junior high school students. During the 1978-1979 school year, approximately 20% of enrolled students were English-dominant and 80% were Spanish-dominant. The program serves its major educational function as a way-station for bilingual students coming from bilingual elementary programs and prepares them for the challenges they will encounter in high school. The program included a staff development component and a program management component. Program evaluation was completed through pre-posttest student achievement data, attitude surveys, and evaluator observations. Evaluators concluded that the achievement of students at RCBS was quite satisfactory, staff development activities were viewed positively and assisted school personnel, and program management did not appear to improve over the previous year. Recommendations for future program implementation are included. (Author/MK)

1348 ED 189 263
McDonnell, Sheila
District 24 Decentralized Title I Umbrella & Impact Aid (PL 81-874). Final Evaluation Report, 1978-1979.
Community School District 24, Queens, N.Y.
Pub Date—[79]
Note—41p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Compensatory Education, *Diagnostic Teaching, Elementary Education, English (Second Language), Federal Programs, Junior High Schools, Mathematics, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Programs
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Queens)

Seven programs funded under Title I Umbrella and Impact Aid and carried out in elementary and intermediate/junior high schools of District 24, Queens, New York, are described in this report. The programs are: (1) Strengthened Basic Skills Program; (2) Diagnosis and Treatment of Reading Disabilities; (3) Diagnostic/Prescriptive Mathematics Program; (4) Decentralized Non Public School Components conducted in two parochial schools; (5) Teaching English as a Second Language; (6) Optional Assignment Diagnosis and Treatment of Reading Disabilities; and (7) Optional Assignment Diagnostic/Prescriptive Mathematics Program. For each, the target population, educational objectives, and program activities are described and student achievement data are presented. Recommendations are also offered regarding continuation of funding and improvement in program procedures. A discussion of statistical methodology utilized for the overall evaluation of the seven programs is also included in the report. (GC)

1349 ED 189 361
Jefferson County Adult Reading Project. Final Report.
Jefferson County Board of Education, Louisville, Ky.
Spons Agency—Kentucky State Dept. of Education, Frankfort.
Pub Date—30 Jun 80
Note—81p.; For a related document see CE 024 332.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Adult Basic Education, *Adult Reading Programs, Enrollment, Functional Reading, Illiteracy, Literacy Education, Program Descriptions, Program Evaluation, *Reading Instruction, Reading Skills, School Holding Power, *Student Recruitment
Identifiers—Kentucky (Jefferson County)

Through the 1979-80 Jefferson County Adult Reading Project, 508 students functioning at a 5.9 reading level and below attended reading classes. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in the project components. Recruitment techniques used were intended to recruit students and create community awareness of the problems of adult illiteracy. Recommendations for recruitment determined by the project included stressing confidentiality of inquiries and enrollment; efforts directed through business and industry were ineffective, while television and radio should be utilized more; printed flyers should be directed at family members of non-readers; and success stories should be publicized. The basic reading program chosen for use by the teacher (three were used in the project) was not shown to have a statistically significant effect on academic gains. Instructional materials were recommended to (1) incorporate more life-coping skills, (2) center around required job reading, and (3) involve student and teacher-made materials. Through inservice programs teachers should be provided more training in individualizing instruction, appropriate use of supplementary materials, material development, counseling and goal setting, and motivational techniques. The need for personal counseling as a continuing part of the program was also recognized. (YLB)

1350 ED 189 688

Human Relations: A Guide for Leadership Training in the Public Schools. Summary Report on a Project with the Syracuse, New York, School System.

Department of Justice, Washington, D.C. Community Relations Service.
Pub Date—80
Note—35p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00940-9, $2.00)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, *Desegregation Plans, Elementary Education, *Human Relations Programs, *Models, Program Descriptions, *Team Training, *Workshops
Identifiers—*Syracuse City Schools NY

This publication was prepared as a guide to dealing with school human relations problems, with a focus on leadership training. It describes one method of organizing and training teams of administrators, teachers, support staff, parents, and others to pursue desirable human relations goals. The model program presented here was developed to aid desegregation in the Syracuse (New York) elementary schools. Thus, the publication describes the Syracuse program's objectives, development, implementation, and accomplishments. Descriptions are also given of the use of the Syracuse model in other cities. The appendix offers a checklist for diagnosing school climate. (Author/LD)

1351 ED 189 695

Lysiak, Fae

Time Utilization Study: Classroom Observation 1979-80.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
Pub Date—Apr 80
Note—27p.; Charts may be marginally legible.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Class Activities, Comparative Analysis, Elementary Secondary Education, Grade 4, Grade 7, Grade 10, Language Arts, Mathematics, Middle Schools, *Time Factors (Learning)
Identifiers—*Fort Worth Independent School District TX

In 1979 the research department of the Fort Worth Independent School District (Texas) developed a plan for evaluating the utilization of time in elementary schools, middle schools, and high schools. This report deals with the classroom observation undertaken in grades four, seven, and ten. Activities in math and language arts classes were categorized under the following headings: instructional activities, management activities (like taking roll), and classroom interferences. Data obtained were analyzed separately by subject for each grade and were also compiled across grades by subject area. Results showed great variations in the use of time in different classrooms. For example, direct teaching time in the various classes ranged from none to a high of 45 minutes at elementary, 52 minutes at middle school, and 50 minutes at high school. The paper recommends that the middle schools increase their amount of instructional time, decrease the amount of time students spend on applied tasks without teacher aid, and decrease the amount of time spent on management activities. (Author/LD)

1352 ED 189 754

Minigrant Program for the Academically Gifted-Phase II: E.S.E.A. Title IV-C. Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Jan 80
Note—89p.
Pub Type— Reports - Research (143) — Reports - Evaluative (142) — Non-Print Media (100)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Academically Gifted, *Attendance, Demonstration Programs, *Disadvantaged Youth, Elementary Education, *Inservice Teacher Education, Junior High Schools, *Program Evaluation, Records (Forms), Talent Identification
Identifiers—*Gifted Disadvantaged

The project involving one elementary and one junior high school in each of the six regions of the District of Columbia School System was designed to service approximately 300 socioeconomically disadvantaged students who have been identified as demonstrating or having potential for superior academic achievement. Evaluation of the project focused on three program objectives-establishment of projects, provision of technical assistance, and provision of evaluation of minigrant projects. Test scores, grade point averages, and attendance data of students were analyzed. Among findings were that instructional strategies appropriate to their students were implemented at 87% of the sites, that over 80% of the teachers attending staff development sessions indicated that the sessions were helpful or very helpful, and that the program had a positive effect on the reading of the second and third graders and on the math of seventh graders. It was concluded that students eligible for the program have been identified as outlined in the proposal; programs with accelerated and differentiated curriculums have been developed and implemented at 13 of 15 participating schools; project management and evaluation activities have been carried out; attendance of students involved in the project examined has increased; and academic gains in certain areas were made by third, fourth, and seventh graders sampled. Appended materials include information on the Baldwin Identification Matrix and sample forms for program, student, and teacher evaluation. (SBH)

1353 ED 189 758

Atkins, Janice Kaplan, Marion

Model Services for Handicapped Infants. Third Year Report No. 8039.

Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—Feb 80
Grant—G007602066
Note—33p.; For related information, see EC 115 075.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Counseling, *Disabilities, Infants, Occupational Therapy, *Parent Education, Preschool Education, Program Effectiveness, *Program Evaluation, *Stimulation

The report discusses achievements of a preschool project offering infant stimulation, occupational therapy, and consultative and referral services to handicapped children and their families. Attainment of objectives in the areas of staff development, parent training, child services, and demonstration/dissemination is discussed; and tables list attainment figures. More than half of the document is composed of appendixes, including a sample parent satisfaction survey, parent attitude questionnaire, and project data sheet. (CL)

1354 ED 189 879

Chinese-Mandarin Table of Simplified Chinese Characters.

Defense Language Inst., Monterey, Calif.
Pub Date—Jun 64
Note—17p.; For related documents, see FL 011 561-566 and ED 184 312-327.
Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940
Language—Mandarin Chinese; English
Pub Type— Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ideography, *Mandarin Chinese, Postsecondary Education, *Romanization, *Second Language Instruction, Uncommonly Taught Languages, *Written Language

The table of 545 simplified Chinese characters indicates the proper forms for general use according to the State Council of the People's Republic of China. The simplified characters are arranged according to a system that combines stroke counting and stroke order. Alongside the simplified characters are their traditional and more complex forms, together with their pronunciation in the Yale, Wade-Giles, and Pinyin romanization systems. (NCR)

1355 ED 190 317

State Compensatory Education: 1979-80. Final Technical Report. Publication No. 79.18.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—30 Jun 80
Note—213p.; Best copy available.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Basic Skills, Bilingual Education, *Compensatory Education, Counseling Services, Educational Finance, Educationally Disadvantaged, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Hispanic Americans, Program Evaluation, Reading Achievement, *Resource Allocation, State Programs, Student Records, Testing
Identifiers—*Texas

A major portion of Texas' State Compensatory Education (SCE) evaluation resources for 1979-80 was devoted to activities related to the statewide assessment of fifth and ninth graders' skills in reading, mathematics, and writing (the Texas Assessment of Basic Skills Project). For purposes of this report, evaluation activity and information is limited primarily to the collection of record-keeping data on students served. Findings are included on seven major components: counseling (grades K-5); bilingual (resource teachers for grades K-5); elementary curriculum (curriculum writer for grades K-5); sixth grade (language arts block); planning; evaluation; and secondary. The latter item included these sub-components: direct instruction classes (grades 7-8); written composition laboratories (grades 6-7-8); Robbins' Armadillo Arts Program (grades 7-11); parent involvement, attendance improvement, and English for Speakers of Languages materials (grades 7-12); Texas Assessment of Basic Skills (grade 9); and fundamentals of math and reading tutorials (grades 10-12). Evaluation material for each component includes a brief description of the instrument; when, where and to whom the instrument was administered; procedures used; and results. The primary question in each component is, "Should more emphasis be placed on serving educationally disadvantaged students through SCE?". (AN)

1356 ED 190 327

ESEA Title I Regular Program, 1979-80. Final Technical Report. Publication No. 72.23.

Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 80
Note—592p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF03/PC24 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, Elementary Education, *Evaluation Criteria, *Evaluation Methods, *Measurement Techniques, *Migrant Education, Program Effectiveness, *Program Evaluation, Reading Readiness Tests, Records (Forms), Scores
Identifiers—*Austin School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Seventeen instruments were used to provide the answers to the design and evaluation questions for the 1979-80 ESEA Title I regular program in the Austin (Texas) Independent School District. In the final technical report, a separate appendix for each instrument includes a description of its purpose, procedure, and results as related to specific design and evaluation questions. Also included where appropriate are relevant communications, instructions, and statistical data, often in computer printout form. In each section, a one-page summary briefly describes the instrument, to and by whom it was administered, how often and under what conditions, when and where, the administrator's training, any testing problems, and the availability of reliability, validity, and norm data. The instruments are the Peabody Picture Vocabulary Test; Test of Basic Experiences; Boehm Test of Basic Concepts; Metropolitan Readiness Test; California Achievement Tests; Iowa Tests of Basic Skills; Early Childhood Observation Form; Title I Teacher Records; Extended Day Informal Observations; Title I Teacher Questionnaire; interviews of Parents Receiving Training; 1978-79 and 1979-80 Nine-Week Reports; Nonpublic and Neglected and Delinquent Nine-Week Reports; Extended Day Attendance Form; Parent Advisory Council (PAC) Records; and PAC Planning Form. (SB)

1357 ED 190 673
Figueres, Cleo
Evaluation of the Child Care Program 1978-1979. Report No. 8034.
Philadelphia School District, Pa. Office of Early Childhood Programs.
Pub Date—Feb 80
Note—32p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ancillary School Services, Basic Skills, *Child Development Centers, Cognitive Development, *Day Care, Motor Development, Parent Participation, *Preschool Children, Preschool Education, *Program Evaluation, *Social Development, Staff Development
Identifiers—*Pennsylvania (Philadelphia)

The Child Care Program was evaluated in terms of developmental activities, parent involvement, staff development, and supportive services. Results from the Developmental Behavior Checklist (DBC) indicated that the Child Care Program's performance was better than the average of the other programs in language, for all age groups. Also indicated was that Child Care's total percentage of children meeting the criteria for developmental delay (19%) corresponded to the Total School District's Prekindergarten group (19.4%). The Prekindergarten Observation Form (PKOF) results showed that the developmental emphasis of the Child Care Program appeared to be social interaction/rapport. Additional results revealed that in comparison with Total School District Prekindergarten, Child Care ranked high in gross motor and social interaction/rapport categories. Returns from the staff development survey showed more than half of the teachers and aides received workshops this year, and were satisfied with the supervisory support given. Improving the basic skills was selected by both teachers and aides as an area of priority for staff development. Parent involvement data indicated that all of the Child Care sites had specific parent groups, and that the number of volunteer hours reported represented approximately four hours per family. Supportive services were also provided. (Author/GK)

1358 ED 190 691
Hart-Nibbrig, Nand
The Politics of School Desegregation: Los Angeles.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—11 Apr 80
Contract—NIE-P-79-0118
Note—118p.; Maps may not reproduce well.
Pub Type— Opinion Papers (120) — Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Board of Education Role, City Officials, Community Role, Court Role, Desegregation Plans, Elementary Secondary Education, Government Role, Minority Group Influences, *Political Influences, *Politics, *Public Officials, *School Community Relationship, *School Desegregation
Identifiers—*California (Los Angeles)

This paper chronicles important events surrounding the desegregation of Los Angeles public schools, focusing on underlying political factors and roles of various individuals and community groups in the desegregation process. The author's principal contention is that Los Angeles schools remain segregated because powerful individuals and groups have effectively coalesced to prevent effective desegregation. First, the history of the city's school desegregation plan is reviewed and its current features described. The roles of the School Board, the Superintendent, the court system, local and State political officials (such as the mayor and city council, the governor's office, the State legislature, and the Office of the State Superintendent of Education) are discussed. The impact of a 1969 court case, Crawford vs. Los Angeles Board of Education, and its subsequent appeal on the maintenance of racial segregation in the city's schools is explained. Minority (black, Chicano, and Jewish) community leadership is also discussed in relation to desegregation politics, and the unlikelihood of a coalition between these groups is cited as weakening their already limited possibilities for bringing about desegregated schools. Finally, some of the problems and prospects of metropolitan (interdistrict) desegregation and the general political future of school desegregation in Los Angeles are considered. (GC)

1359 ED 190 692
Cervenka, Edward J.
Project BUILD: "Bilingual Understanding Incorporates Learning Disabilities"-An ESEA Title VII Basic Bilingual Education Program. Final Evaluation Report, 1978-79.
Community School District 4, New York, N.Y.
Pub Date—30 Nov 79
Grant—G007604878
Note—103p.; Some pages of the Appendices may be marginally legible due to broken print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, *Learning Disabilities, Program Descriptions, Program Effectiveness, *Spanish Speaking, *Special Education
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (New York)

This is a one year evaluation of Project BUILD, a program combining bilingual and special education and providing services to 100 children from grades 1-6 in East Harlem, New York. Section I of the evaluation gives descriptive and background information on this special program for the bilingual learning disabled. Section II sets forth the evaluation plan, describing procedures used to measure pupil academic achievement, the program's educational processes, and program management. Sections III and IV, the bulk of the report, present, synthesize, and discuss specific evaluation findings. Findings relating to pupil achievement are presented mainly in statistical tables. Interview, observational, questionnaire, and other findings pertaining to Project BUILD's educational processes and to program management are described comprehensively. Finally, Section V contains a summary of program accomplishments, commentary on Project BUILD's future, and recommendations for strengthening the program. Appended to the report are copies of questionnaires used in the evaluation and a list of procedures employed in the Bond and Singer method of analysis (also used in the evaluation). (GC)

1360 ED 190 693
Holtz, Gregory M.
Bilingual Program Evaluation Report. ESEA Title VII Bilingual Program, Bilingualism Increases Excellence Now.
Community School District 11, Bronx, N.Y.
Pub Date—Dec 79
Note—10p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Italian, *Mathematics, *Program Effectiveness, Program Evaluation, *Reading Programs, Spanish
Identifiers—*Bilingual Education Act 1968, *New York (Bronx)

A bilingual program funded under Title VII and carried out in four Bronx, New York, elementary schools is the subject of this evaluation report. Staffing patterns, inservice training, and English as a Second Language classes for Spanish and Italian speaking parents are briefly described. Evaluative data tables are presented for student performance in each of four program areas: native language maintenance, English language development, cultural awareness, and mathematics and reading outcomes. Based on the data, it is concluded that (1) the native language maintenance component was the weakest program segment in terms of measurable outcome; (2) the English language development component was moderately successful; and (3) the academic outcomes produced by the math and reading component of the program were excellent. (GC)

1361 ED 190 699
Brown, William H., Comp.
District 17 Title I ESEA, PSEN and Impact Aid Academic Improvement Programs. Final Evaluation Report, 1978-1979.
Community School District 17, Brooklyn, N.Y.
Pub Date—[79]
Note—141p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Compensatory Education, Educationally Disadvantaged, Elementary Education, English (Second Language), Junior High Schools, Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Instruction, Remedial Mathematics, *Remedial Programs, Special Education
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Brooklyn)

This report presents evaluations of the programs implemented by District 17 in Brooklyn, New York which were funded by Title I of the Elementary and Secondary Education Act and Impact Aid during the 1978-1979 school year. The following programs are discussed: (1) Upgrading Reading Grades 3-9, (2) Program for Learners of English as a Second Language, (3) Mathematics: Title I, (4) Pupils with Special Educational Needs Program: Kindergarten - Grade 2, and (5) Parental Involvement Program. Each evaluation includes a discussion of recommendations from the previous year's evaluation (if appropriate), a description of the program, the evaluation design, and conclusions and recommendations. Forms used for evaluative purposes and tables of data are included. (MK)

1362 ED 190 701
Savitz, Reuven And Others
Report on Bureau of Pupil Transportation Contract Busing System.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—30 Nov 79
Note—30p.; Some sections may be marginally legible due to light print.
Pub Type— Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Board of Education Policy, *Bus Transportation, *Contracts, *Costs, Elementary Secondary Education, *Student Transportation
Identifiers—*New York (New York)

This report outlines the process and events related to the implementation of a new student bus transportation contract system for New York City schools and presents data on numbers of vehicles used, number of students transported, and costs. The revised system, which sought to attract new companies to the school bus transportation business, is briefly described. Events leading to implementation of the system, including labor problems that threatened to leave New York City school children without transportation, are reviewed. The number of vehicles awarded to Varsity (the contractor that formerly operated 65 percent of all buses) and other major contractors is compared for fiscal years 1979 and 1980. Also discussed in the report are the fiscal impact of and quality of service provided by the transportation system for handicapped and other students. A number of proposed cost control and service improvement measures are outlined. (GC)

1363 ED 190 705
Bonn, Robert L. Bonn, Ethel V.
Project ABLE–Achieving Through Bilingual Education. Final Report.
Community School District 21, Brooklyn, N.Y.
Pub Date—Aug 79
Grant—G007604884
Note—19p.; Not available in paper copy due to reproducibility factors.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Bilingual Education, Elementary Education, English (Second Language), Hebrew, Italian, *Program Effectiveness, Program Evaluation, Russian, Spanish
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

Project ABLE (Achieving Through Bilingual Education) operated in six public and nonpublic schools in Brooklyn, New York, during the 1978-1979 school year. Approximately 250 students from four language groups (Hebrew, Italian, Russian, and Spanish) received ABLE services. The program focused on the maintenance of bilingual resource centers and on working with tax levy bilingual teachers to enhance the quality of their instructional efforts. Special emphases were given to instruction, curriculum and materials, parental involvement, staff development, and impact on student achievement. Program evaluation was accomplished through classroom observation; teacher, administrator, and project director interviews; and pre/posttest student achievement data from the Bilingual Syntax Measure, the New York City Language Assessment Battery, and the Stanford Achievement Test. Findings indicated that: the project was strong in the areas of curriculum and materials, parental involvement, and staff development; instruction took a variety of forms in both the foreign languages and English; and a significant impact was made on student achievement in a number of areas. (Author/MK)

1364 ED 190 709
Summaries and Details of Budget Request of Community School Districts for Units of Appropriation 12 and 13, Instruction and Administration, Fiscal Year 1977-1978, Volume III.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—13 Dec 76
Note—866p.; For related documents see UD 020 799-800.
Pub Type— Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF06/PC35 Plus Postage.
Descriptors—Budgeting, *Budgets, *Educational Finance, Elementary Secondary Education, Resource Allocation, *School District Spending, Tables (Data)
Identifiers—*New York (New York)

The budgetary forms required by the New York City Education Law to be filed by the Chancellor and Community School Districts are contained in this report. The budget requests are for funds the districts deemed necessary for operations during the 1977-1978 fiscal year. Included are requests for additional funds based on the needs and priorities of individual districts. The Chancellor's recommendations for city-wide allocations are also included. (MK)

1365 ED 190 731
Latham, Eleanor E.
The Basic Skills Program: A Tutorial Alternative to the Regular Educational Program of the Worcester Public Schools at Burncoat Junior High School. Evaluation Report.
Worcester Public Schools, Mass.
Pub Date—5 Jun 80
Note—68p.; Appendix 1 may be marginally legible due to variable print.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Basic Skills, *Compensatory Education, *Hispanic Americans, *Individualized Instruction, Junior High Schools, *Program Effectiveness, Program Evaluation, *Small Group Instruction
Identifiers—*Massachusetts (Worcester)

This evaluation research report describes a program originally implemented to meet the needs of English dominant Hispanic students in an urban junior high school. The report combines qualitative and quantitative data in order to provide an understanding of the relationship of program goals, implementation procedures, and effects and delineates problems faced in implementing a program for minorities in a large urban school system. Empirical data illuminate areas where conflict may arise, including differences in professional philosophies and attitudes, role definitions within a school organization, communication networks between school and community, and learning and teaching styles. The system by which evaluation procedures are incorporated into the program as an ongoing feedback system is described. It is concluded that the Basic Skills Program has succeeded in bringing students of average (or above average) ability up to grade level in basic skills through both group instruction and individual tutorials. Recommendations for increasing the program's effectiveness are offered. Appended to the report are a copy of the original program proposal as well as copies of questionnaires administered to students, teachers, and the principal of the school in which the Basic Skills Program is situated. (Author/GC)

1366 ED 190 780
Wheeler, Linda
Phoenix Union High School District #210. CETA Youth Employment Training Program, 1979/80.
Spons Agency—Phoenix Union High School District, Ariz.
Pub Date—80
Note—55p.; Small type in tables will not reproduce well.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Employer Attitudes, Federal Programs, Followup Studies, Graduate Surveys, High Schools, Parent Attitudes, *Participant Satisfaction, Program Attitudes, *Program Effectiveness, Program Evaluation, School Districts, Secondary Education, Student Attitudes, Teacher Attitudes, *Vocational Education, *Youth Employment, *Youth Programs
Identifiers—*CETA Youth Employment Program, Comprehensive Employment and Training Act, *Phoenix Union High School AZ

The 1979/80 Comprehensive Employment and Training Act Youth Employment Training Program in the Phoenix Union High School District was evaluated in two ways: (1) enrollment figures and participant demographics were compared to project goals; and (2) opinion surveys of participants, job-site supervisors, youth advisors, and parents of participants were conducted. Findings indicated that enrollment goals for age, sex, and ethnic distribution were met. All groups surveyed indicated that the CETA program helped participants to develop good work habits and learn new skills. Relations between participants and their supervisors were seen as productive by all concerned. Youth advisors felt that they placed their clients as closely as possible to their career interests, and participants, parents and job supervisors concurred. Students liked their jobs and expressed favorable opinions of both their job supervisors and their youth advisors. Overall, the majority of participants, job-site supervisors, and parents rated the program as excellent. The majority of youth advisors rated it as good. (Comments from each of the survey groups are appended.) (LRA)

1367 ED 190 793
South Burlington Vermont Career Education Project. Final Financial Status Report and Project Performance Report; Final Evaluation Report, Final Report, January 30, 1979 through June 30, 1979.
South Burlington School District, Vt.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80425
Pub Date—30 Jun 79
Grant—G0078C0034
Note—45p.; Not available in paper copy due to light type. For related documents see CE 026 227, ED 163 226, and ED 167 775.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Development, *Career Education, Community Involvement, Demonstration Programs, Educational Cooperation, Elementary Secondary Education, *Fused Curriculum, Higher Education, *Inservice Teacher Education, Interviews, Models, Parent Participation, *Parent School Relationship, Preservice Teacher Education, Program Implementation, Resource Staff, *School Business Relationship, *School Community Relationship, Teacher Attitudes, Teacher Evaluation, Teacher Workshops, Vocational Maturity
Identifiers—Education Amendments 1974, South Burlington School District VT

This document contains the (1) final status report and project performance report and (2) final evaluation report of a career education project to develop a demonstration model to train school personnel to infuse career education into the curriculum. The first report outlines objectives and major activities involving parents, higher education, and the community. Activities described include workshops, introducing core teachers to career education, core teachers acting as models and resources to assist others to infuse career education, home meetings to help parents become active career education facilitators, project extension as a model for preservice training in area colleges, meetings between staff and community representatives to discuss career experiences, and development of a five-year career education plan for the South Burlington School District (Vermont). The evaluation report is organized according to project objectives with a comparison of pre and post results from interviews, instruments, and observations of core teachers and students and control groups. These results are reported: teacher attitudes and knowledge about career education significantly changed in a positive direction, a wide range of community resources were identified to facilitate career education implementation, career education seminars held in colleges caused significant change in knowledge of college students, and high school students demonstrated exceptional scores in the Career Maturity Inventory. (YLB)

1368 ED 190 796
Edwards, Roger H. Powells-Langford, Karla
Career Education Project, 1978-1979.
Saint Louis Public Schools, Mo.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—[79]
Grant—G0078C0024
Note—132p.; Some appendixes will not reproduce well due to poor type and colored paper. For related documents see ED 163 226 and ED 167 775.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administrator Education, Advisory Committees, *Attitude Change, *Career Education, Community Resources, *Elementary Secondary Education, Fused Curriculum, Inservice Education, *Inservice Teacher Education, Interviews, Parent Participation, Program Development, *Program Effectiveness, Program Evaluation, *Program Improvement, School Community Relationship, Workshops
Identifiers—Education Amendments 1974, Missouri (Saint Louis), Shadowing

An internal evaluation of the St. Louis Career Education model was indicated by an external evaluation, which revealed that some ingredients were lacking in the program despite fine inservice workshops. Major objectives of the program were to provide inservice training to administrators, facilitators, and elementary and secondary teachers and to provide for classroom infusion of career education concepts in reading, math, language, science, and social studies classes. Program activities included inservice training, program development in target schools, establishment of a Career Education Community Advisory Committee, and communication and publicity. Inservice was conducted through workshops and miniconferences. Participants in the inservice workshops completed two feedback forms to evaluate attitudinal changes and the workshops. A workshop focusing on utilization of community resources was found to have met its objectives. At a "wrap-up" workshop participants responded to questions concerning program or individual schools' successes and failures. Miniconferences held at a variety of institutions to explore community resources were evaluated as effective. Principals were also interviewed by telephone. Student activities included shadowing and career exploration. (Appendixes, amounting to approximately one-half of the report, include evaluation instruments and some responses, report forms, and parental/student information documents concerning shadowing.) (YLB)

1369 ED 191 058

Keech, Catharine Thomas, Susan

Compendium of Promising Practices in Composition Instruction. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—65p.; For related documents see CS 205 779-786.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Assignments, *Curriculum Development, Evaluation Methods, Higher Education, Program Evaluation, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, Writing Processes
Identifiers—*Bay Area Writing Project

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report offers descriptions of promising practices in composition instruction. It explains the selection criteria and classification scheme used and describes practices in the following four categories: (1) structuring of writing programs, (2) teaching the elements of writing, (3) teaching the process of composing, and (4) evaluating the writing program. (RL)

1370 ED 191 059

Keech, Catharine

Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—95p.; For related documents see CS 205 779-786. A number of pages may be marginally legible.
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Educational Assessment, Elementary Secondary Education, Evaluation Methods, Pictorial Stimuli, *Stimuli, *Student Evaluation, Verbal Stimuli, *Writing (Composition), *Writing Instruction
Identifiers—*Bay Area Writing Project, *Writing Topics

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report offers topics for use in obtaining writing samples by which to evaluate student writing. An introduction explains the classification of the topics and suggests ways of selecting topics. The topics themselves are offered in nine appendixes. Four of the appendixes list topics for expressive writing, categorizing them as pictorial and musical stimuli, verbal fragments, hypothetical situations, and short topics. The next three appendixes list expository and transactional writing topics, classifying them as topics for argument or evaluation, for transactional writing, and for critical (expository) writing. The eighth appendix contains topics for obtaining writing samples in the expressive and expository modes. The last appendix lists the revised writing objectives of the National Assessment of Educational Progress (NAEP). (RL)

1371 ED 191 060

Thomas, Susan Keech, Catharine

Field Studies Report. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—35p.; For related documents see CS 205 779-786. Tables may be marginally legible.
Pub Type— Reports - Evafuative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Research, Evaluation Methods, Field Studies, Higher Education, *Holistic Evaluation, *Inservice Teacher Education, *Program Effectiveness, *Program Evaluation, Secondary Education, Student Evaluation, *Teacher Improvement, Writing (Composition), *Writing Instruction
Identifiers—*Bay Area Writing Project

As part of the evaluation of the Bay Area Writing Project (BAWP), two field studies were conducted to analayze the effects of BAWP training at the school district level. In one field study, three school districts were examined to explore the conditions and context for BAWP training and to identify the resulting impact on school district programs. It was found that teachers and administrators in all three districts were enthusiastic about participating in BAWP programs and that in all three districts there had been similar changes in teacher behaviors and attitudes, student attitudes, composition curriculums, and district composition programs. The participants in the BAWP inservice programs had assumed the tasks of transferring training to other teachers, suggesting that BAWP training does perpetuate itself, but only when central direction and support are available. In the second field study, which reviewed 16 district-initiated holistic writing assessments, it was found that the research designs the districts used were weak because of the absence of comparison groups, the lack of controls, and the lack of correspondence among writing tasks. No district was systematically collecting objective test data to monitor improvement in writing skills, indicating that BAWP may need to make district administrators more aware of the strengths and weaknesses of various designs for collecting and interpreting holistic data. (Author/RL)

1372 ED 191 061

Thomas, Susan

Teacher Interview Report. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—73p.; For related documents see CS 205 779-786.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavior Change, Change Strategies, Comparative Analysis, Elementary Secondary Education, *Inservice Teacher Education, Interviews, *Program Effectiveness, *Program Evaluation, *Teacher Behavior, Teachers, Teaching Methods, Writing (Composition), *Writing Instruction
Identifiers—*Bay Area Writing Project

As part of the evaluation of the Bay Area Writing Project (BAWP), 12 teachers participating in the BAWP Summer Invitational Program and 11 teachers who participated in BAWP inservice programs were interviewed before and after their BAWP experiences. The BAWP training appeared to change both inservice and invitational teachers regardless of teacher characteristics. Teachers in the summer invitational program used a wider range of instructional techniques after their BAWP training, and they reported more frequent use of specific techniques. The inservice teachers reported a larger absolute number of significant changes in classroom practices and course emphases. BAWP training did not cause excessive emphasis on any one type of writing at the expense of other types. When BAWP teachers were compared to a group of non-BAWP teachers, it was found that the BAWP teachers were more likely to teach writing as a process rather than a product, to use a variety of techniques to teach writing, and to use peer feedback to involve students in the writing and editing process. BAWP did not seem effective in causing participants to write more (either professionally or personally) or in increasing the leadership activities of the participating teachers. (RL)

1373 ED 191 062

Stahlecker, James

Long Term Follow-up Report of Four BAWP Programs. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—88p.; For related documents see CS 205 779-786. Appendixes may be marginally legible.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Secondary Education, *Followup Studies, *Inservice Teacher Education, Postsecondary Education, *Program Effectiveness, *Program Evaluation, Student Attitudes, Surveys, *Teacher Attitudes, Teachers, *Writing Instruction
Identifiers—*Bay Area Writing Project

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report provides results of surveys evaluating four types of BAWP programs (elementary and secondary school-year inservice programs, university extension special courses, and summer invitational programs), showing that BAWP programs have long-term effects on student and teacher attitudes toward writing and writing instruction. The report contains descriptions of the four types of programs, the design of the study, the results, conclusions, and recommendations. The results section is divided into eight parts and provides information on demographic characteristics of BAWP participants, attendance, impact on students, impact on teachers, overall assessment of BAWP impact on teaching practices, district support, and presenting respondents' open-ended comments. Eight appendixes provide samples of the questionnaires and show frequencies of responses for the separate and combined cells of the surveys. (RL)

1374 ED 191 063

Thomas, Susan Watson, Patti

Critical Competitors. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—38p.; For related documents see CS 205 779-786.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Comparative Analysis, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Program Content, Program Descriptions, *Program Effectiveness, *Program Evaluation, *Writing Instruction
Identifiers—*Bay Area Writing Project

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report compares BAWP to its "critical competitors" (other inservice teacher programs and programs for improving student writing). The BAWP model and ten other program descriptions are presented in identical descriptive formats. Three types of competitors are described, including composition inservice programs, other inservice programs, and composition programs. The descriptive format used to make comparisons offers information on each program's scope, content, process, the monitoring of program implementation, and the reported effectiveness of the program (impact on participants/students, long term followup materials, and projected costs). The concluding section of the report provides comparisons of the programs and recommendations for changes and improvements in the BAWP model. (RL)

1375 ED 191 064

Stahlecker, Jim

Bay Area Writing Project Cost Report. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—71p.; For related documents see CS 205 779-786.
Pub Type— Reports - Evaluative ([illegible])
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, *Cost Effectiveness, Elementary Secondary Education, *Inservice Teacher Education, *Program Budgeting, *Program Costs, *Program Effectiveness, *Program Evaluation, Program Implementation, Writing Instruction
Identifiers—*Bay Area Writing Project

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report examines the costs and funding of the components of BAWP that are primarily responsible for the dissemination effects of the project. Sections of the report contain the following: (1) a cost overview, with analyses of funding sources and project expenditures; (2) a discussion of central staff, including their job descriptions, salaries and benefits, and job responsibilities; (3) financial descriptions of BAWP school-year inservice projects, including information about costs to districts holding the inservice programs, additional district and teacher benefits, and specific cases of Title IVC funding; (4) funding information on the National Writing Project network, an offshoot of the BAWP; (5) a comparison of BAWP with other large dissemination programs; and (6) a budget analysis of a "critical competitor," the Fairfax (California) Expressive Writing in the Schools project. (RL)

1376 ED 191 065

Stahlecker, James And Others

National Writing Project Report. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—91p.; For related documents see CS 205 779-786. A number of pages in appendix may be marginally legible.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Program Effectiveness, *Program Evaluation, *Teacher Improvement, *Writing Instruction
Identifiers—*Bay Area Writing Project, *National Writing Project

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report examines the National Writing Project (NWP) network, a group of teacher training projects designed to replicate the core model of the BAWP. The information provided in this report is divided into three sections. The first section summarizes information regarding site offerings. The second section presents assessment data on teacher change as a result of the writing projects. The third section outlines the student assessment studies conducted at 11 of the National Writing Project sites. Appendixes provide results of a survey of NWP sites, evaluations submitted from NWP sites, and data on positive evaluations made by participants of NWP program offerings. (RL)

1377 ED 191 150

Bail[illegible], George W. Guest, Harrie L.

Gaining Staff and Board Support for Success-Based Instruction.

Adams County School District 12, Denver, Colo.
Pub Date—6 Jul 80
Note—31p.; Paper presented at the Annual Summer Conference of the American Association of School Administrators (3rd, Chicago, IL, July 6-9, 1980). Not available in paper copy due to small print of original document.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Achievement Tests, Aptitude Tests, Faculty Development, Inservice Education, Intermediate Grades, *Mastery Learning, *Program Descriptions, *Program Implementation, Scores, Secondary Education
Identifiers—Adams County Public Schools CO, *Success Based Instruction

This document presents information on one school district's approach to the introduction of success-based instruction. The first section defines success-based instruction, also called "predictable learner mastery" (PLM) and the requirements for having an operational system. The second section compares mastery learning with the PLM system adopted by the district. The third section presents information on the scores the district's students obtained on two standardized tests and data on staff development related to the new system. The final section presents a chart that outlines the events that influenced the adoption of the program and gives some detail on key events centering on the board of education and the teachers. (IRT)

1378 ED 191 263

Cluncy, Patricia M.

The Development of Narrative Discourse in Japanese. Papers and Reports on Child Language Development, No. 17.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date—Aug 79
Note—9p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Language, Children, *Cognitive Development, *Connected Discourse, Discourse Analysis, *Japanese, Language Acquisition, *Language Patterns, Language Research, Language Skills, *Narration, Psycholinguistics, Skill Development, Story Telling, Syntax

A study is presented that considers the narrator's knowledge of conventional schemata for stories and the cognitive factors which seem to be affecting the selection and organization of material for narration. Children ranging in age from 3 years 10 months to 7 years 4 months were asked to watch a video tape cartoon and recount the story to a person who had not seen the cartoon. The same procedure was followed with 10 adult university students. It was found that both children and adults used a problem-resolution schema as the major source of content selection. The children differed from the adults in the following points: (1) they used very little introductory matter; (2) they did not resolve all the problems and in some cases neglected to present the problem initially; (3) younger children included irrelevant information; (4) they generally did not provide a setting for the events; (5) they used different types of transitions between episodes; (6) sometimes they reversed the order of events; and (7) children often needed an image as a memory prompt. Examination of the data reveals which aspects of story schemata are being learned during a particular period, and suggests how development of discourse skills is influenced by certain cognitive developments. (AMH)

1379 ED 191 495

Holloway, Mary Lowett, Valerie

Athens Drive Community Library Program Description and Budget Estimates.

Wake County Public Library, Raleigh, N.C.; Wake County Public School System, Raleigh, N.C.
Pub Date—Jun 80
Note—71p.; Best copy available.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Information Services, *Learning Resources Centers, *Library Administration, *Library Cooperation, Library Planning, Program Descriptions, Program Evaluation, *Public Libraries, *School Community Programs, School Libraries, *Specifications
Identifiers—*North Carolina

Funded by Wake County, the Wake County Public School System, and the city of Raleigh, the Athens Community/School Library is a pilot project intended to provide a full range of services, within budgetary and personnel limits, to the Athens community, as well as a full complement of service to students. The program, as planned, will include reference and research work; interlibrary loans; an emphasis on children's services; recreational reading and browsing; a community education workshop; and such special attractions as summer reading, summer school, film festivals, and computer fairs. This report includes discussions and information on types of service to be offered, administration, staff responsibilities, collection and arrangement, hours of access, the library program, financial responsibility and expenditures, evaluation methods, and a project timetable. Six attachments provide a table comparing the resources of this library with the North Carolina basic and advanced recommendations, a selection purchasing flowchart, a library furniture proposal, a floor plan of the children's area in the library, a library book security system proposal, and job descriptions for the library staff. (SW)

1380 ED 191 605

Cabrera, M. And Others

Rationale for an Alternative School Serving the Yuma Union High School District.

Yuma Union High School District, Ariz.
Pub Date—30 Mar 79
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anglo Americans, Career Development, Declining Enrollment, Disciplineproblems, Dropout Prevention, *Dropout Programs, *Dropout Rate, Dropouts, Enrollment Rate, High School Equivalency Programs, Mexican American Education, *Needs Assessment, *Nontraditional Education, Program Proposals, *Secondary Education, Vocational Education
Identifiers—*Arizona (Yuma)

An alternative high school is proposed to meet the needs of the substantial number of Yuma students who are dropping out of school at increasing rates. In the period from 1974 to 1978 enrollment at Yuma's 2 high schools increased by only 8% while the drop-out rate increased by 56%. Enrollment figures show that the drop-out rate is highest in grade 11 and that the rate for males is nearly twice that for females. When ethnic groups are compared, Mexican American and Anglo groups have the highest drop-out rates. An alternative high school would lower the drop-out rates by offering a program to meet the needs of students who leave school because of attendance, social, or academic problems. The school would feature diagnostic and prescriptive testing, small classes, individually prescribed and competency-based instruction, a major emphasis on the development of fundamental skills, involvement of all students in career and vocational exploration, intensive counseling, career awareness seminars, and GED preparation. It is estimated that approximately 75 students would be eligible for enrollment at the start of the program. Funding for the alternative school is estimated at $150,000 for the first year with additional capital outlay for the facilities and equipment. Appendices contain tables showing enrollment and drop-out figures by age, sex, ethnic group, and school for the period from 1974-1978. (JH)

1381 ED 191 849

Spanjer, Allan Johnson, Regina

Writing Needs of Big City School Teachers.

Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Curriculum Development, Elementary Secondary Education, *Instructional Improvement, Parent Participation, Staff Development, Student Evaluation, *Teacher Attitudes, *Teacher Education, *Teacher Effectiveness, Textbook Content, *Writing (Composition), *Writing Instruction

Teachers need to improve certain teaching and writing competencies if they are to improve student writing competencies. Teachers from the Atlanta school district were surveyed to determine their opinions for improving writing instruction. Survey results indicate that teacher education programs can be improved by: (1) making information on writing processes and teaching methods more accessible to teachers; (2) teaching of writing instruction to all teachers; (3) revising language arts textbooks to stress composition rather than mechanics; (4) involving parents and community in school writing programs, and (5) intensifying research on the processes of writing. (CJ)

1382 ED 191 872
Carter, Herman
Follow Through Title I Expansion Program 1978-1979. Report Number 8043.
Philadelphia School District, Pa. Office of Research and Evaluation
Pub Date—Mar 80
Note—54p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Bilingual Education, *Compensatory Education, *Elementary School Mathematics, Mental Health Programs, Parent Participation, *Primary Education, *Program Evaluation, *Reading Achievement, Reinforcement, School Health Services, Staff Development, *Urban Schools
Identifiers—Pennsylvania (Philadelphia), *Project Follow Through Expansion Program

The report of the 1978-1979 performance of the Project Follow Through Expansion Program for the primary grades focused on the educational component, parent involvement, staff development, and special supportive services. Classroom observations indicated that while aides and parents worked with groups consisting of 2 to 10 children, in two instructional models, teachers engaged in whole class instruction at least 40% of the time across all options. Cross sectional achievement data indicated that the Total Follow Through Expansion Program (TEXP) performed only as well as its Total Non-Follow Through (TNF) Title I eligible comparison group in reading, but outperformed TNF in mathematics. The specific third grade achievement objective was not attained. Parent involvement showed that most spent their time planning fund raising events. Parents who participated in program-specific activities spent their time assisting in program classrooms. Staff development activities involved 98% of the teachers and aides. Most teachers indicated satisfaction with the services received from supervisory and support personnel. Health data indicated that half of the program children received medical screenings and one quarter had physical examinations. Supplementary mental health specialists from 5 agencies provided direct and indirect services to 372 program children. (Author/GK)

1383 ED 191 883
Data Resource Book 1979-1980. District of Columbia Public Schools.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Feb 80
Note—34p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Numerical Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Continuing Education, Educational Administration, Elementary Secondary Education, Enrollment, Federal Aid, Personnel Data, Private Schools, *School Demography, *School Districts, School District Spending, School Personnel, *School Statistics, Special Education, Testing Programs
Identifiers—*District of Columbia Public Schools

This eighth annual edition of the Data Resource Book for the school year 1979-1980 was designed as a readily available source of information for school staff and community use. It provides the latent facts and figures about the District of Columbia public school system. Information covered by the Data Resource Book includes: (1) school board and regional offices–members, office locations; (2) students–race, region, educational level, public/nonpublic school attendance, special education, citywide testing, food services, academic calendar; and (3) administration–budget, grants, staffing, salary schedule, number of schools and instructional programs. (Author/GK)

1384 ED 191 933
ESEA. Title I Evaluation Report 1978-1979.
Community School District 9, Bronx, N.Y.
Pub Date—79
Note—259p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Bilingual Education, *Compensatory Education, Early Childhood Education, Elementary Education, English (Second Language), Junior High Schools, Learning Centers (Classroom), Learning Disabilities, Learning Laboratories, Mathematics Instruction, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Instruction, Remedial Mathematics, Remedial Reading, Staff Development, Summer Programs
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, New York (Bronx), *New York City Board of Education

Programs undertaken by Community School District 9 in Bronx, New York, funded by Title I of the Elementary Secondary Education Act and Impact Aid, are evaluated in this report. The following programs are presented: (1) Basic Skills Center Reading Program, (2) Project Best (a bicultural, bilingual reading and math program for Spanish dominant students), (3) Bilingual Junior High School, (4) Remedial Laboratory (a diagnostic-prescriptive approach to correcting learning problems), (5) Prescription Learning: Mathematics, (6) Workshop Way (an instructional reading program for low achievers), (7) Strengthening Early Childhood, (8) Junior High Math Laboratory, (9) Assisting Students with Learning Disabilities, (10) English as a Second Language, (11) Reading and Mathematic 1979 Summer Program, and (12) Staff Development. (MK)

1385 ED 191 947
Bonutti, Karl Prpic, George
Selected Ethnic Communities of Cleveland: A Socio-Economic Study.
Cleveland State Univ., Ohio.; Cleveland Urban Observatory, Ohio.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.; National League of Cities, Washington, D.C.
Pub Date—Apr 74
Note—299p.; Tables may be marginally legible due to small print.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Community Change, *Community Characteristics, *Ethnic Groups, Hispanic Americans, Italian Americans, Local History, *Neighborhoods, Puerto Ricans
Identifiers—Croatian Americans, Hungarian Americans, *Ohio (Cleveland), Slovene Americans

The origins, socioeconomic growth, and present status of four Cleveland, Ohio, ethnic neighborhoods are analyzed in this report in order to determine their viability as inner city communities. The communities studied include (1) a "white ethnic island," the Slovenian/Croatian neighborhood on the East Side; (2) an area of "dying neighborhood spirit," the Hungarian community also located on the East Side; (3) St. Rocco Parish, an "aging" West Side Italian neighborhood; and (4) the recently born Puerto Rican area on the West Side. The importance of ethnic groups in Cleveland's overall economic development is outlined. The development of the four individual neighborhoods is described at length in terms of each area's social, economic, religious, and cultural history. Current community activities, both social and commercial, are also discussed, and current population figures and census tract maps are presented. The results of a survey conducted under the present study, focusing on demographic profiles, literacy, home ownership, income, employment, shopping facilities, etc., are described and compared for the four ethnic neighborhoods. Finally, a discussion of public policy that might be directed toward the economic and social revitalization of these and Cleveland's other ethnic communities is presented. (GC)

1386 ED 191 951
Jones-Okpalobi, Martis Judd, Catherine R.
Assessing Concerns of Educators of Black Students Identified as Talented and Gifted: A Survey of a Desegregated School District.
Pub Date—9 Apr 80
Note—39p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 9, 1980). Tables may be marginally legible due to small print.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Students, *Curriculum Development, *Gifted, Intermediate Grades, *Needs Assessment, Program Evaluation
Identifiers—Pushing Excellence in Pupils, Texas (Dallas)

Pushing Excellence in Pupils (PEP) was established in Dallas to provide instructional services for intermediate level (grades 4-6) black students identified as talented and gifted. This report discusses the descriptive analysis and results of a needs assessment to be used as decision making data for PEP curriculum development. A questionnaire was administered to principals and teachers. Analysis indicated that PEP principals and teachers were mainly concerned with working collaboratively to improve the impact of instruction on students. Findings also indicated that PEP teachers felt they had specific recommendations for improving the PEP curriculum. Typical non-PEP teachers were found to be aware of PEP classes operating in their school buildings but were not concerned with having an active involvement in the PEP project. (Author/MK)

1387 ED 191 962
Final Report on Evaluation of the Emergency School Aid Act Program of the Public Schools of the District of Columbia, 1977-78.
Mediax Associates, Inc., Westport, Conn.
Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Nov 78
Contract—GA-78-CHI-J5A-00-W01-2554
Note—176p.; Tables may be marginally leglble due to small print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Academic Achievement, Career Education, *Cultural Isolation, Economically Disadvantaged, Elementary Secondary Education, Federal Programs, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, Racial Segregation, *Remedial Programs, *School Desegregation
Identifiers—*District of Columbia, *Emergency School Aid Act

This evaluation of the Emergency School Aid Act (ESAA) Program in the District of Columbia public schools addresses four general issues: (1) the extent to which the program was implemented as planned; (2) the extent of participation by identified target populations; (3) assessments of the program by participating professional and other adult personnel; and (4) assessments by participating students and the educational growth of these students. In this context, the Career Education Project, the Two-W Project, the Special and Remedial Services Project, and the Round Meadow Outdoor Laboratory School Project (the four components of the ESAA Program) are described and appraised. Information presented and analyzed consists of: (1) records of interviews and field observations; (2) responses of 515 staff members, administrators, personnel from cooperating agencies, and parents; (3) reports and assessments by 585 student participants; and (4) pre and post academic achievement test scores for nearly 5,000 students. The overall conclusion offered is that the 1977-78 ESAA Program was effectively developed and had a positive impact on its target populations. (Author/GC)

1388 ED 191 963

Final Evaluation Report for the 1978-1979 Title VII Bilingual Project, Public Schools of the District of Columbia, Washington.

Cultural and Humanistic Educational Systems and Services, Inc., Diamond Bar, Calif.

Spons Agency—District of Columbia Public Schools, Washington, D.C.

Pub Date—[79]

Grant—047-AA-NS-0-9-GA

Note—84p.; Rating form may be marginally legible due to small, broken print.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education, Chinese, Elementary Education, Language Skills, Mathematics, Multicultural Education, *Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Achievement, Self Concept, Spanish Speaking, *Staff Development

Identifiers—*Bilingual Education Act 1965, *District of Columbia

The Elementary and Secondary Education Act Title VII program instituted by the public schools of the District of Columbia serves approximately 1600 students in 14 elementary school sites and includes both Spanish/English and Chinese/English components. This evaluation report details the progress of Title VII bilingual education towards meeting program goals in the areas of instruction, staff development, and parent/community involvement. Included in the evaluation are procedures and lists of instruments used to collect data; an overall project evaluation plan, a description of the project, including its staffing; data from pre and post testing of a sample of project students; data from staff development activities; and data from parent/community participation activities. The instructional component evaluation consists primarily of measures of skills development in reading, mathematics, language, and self concept (including multicultural awareness). Evaluation instruments are appended to the report. (GC)

1389 ED 191 969

Price, Alda Sperber, Diane

Project P.R.O.B.E. Final Evaluation Report.

Community School District 7, Bronx, N.Y.

Pub Date—79

Note—27p.; Tables may be marginally legible due to broken print.

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, *Cognitive Development, Early Childhood Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Skills, Spanish Speaking

Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Bronx)

This evaluation report describes Project P.R.O.B.E., a bilingual education program for four and five year old Spanish speaking children in two Bronx, New York schools. The educational objectives of the program, including the improvement of reading and other curriculum skills, are outlined. Also described are staffing patterns, orientation and training, efforts to achieve parental participation in their children's education; and instructional facilities, materials, and activities. The achievement of the program's objectives is evaluated in terms of student cognitive development and performance on the Boehm Test of Basic Concepts and the James Language Dominance Test, parent involvement and knowledge of parenting skills, and staff mastery of relevant teaching skills. It is concluded that Project P.R.O.B.E. has been successful in achieving its objectives. Reading growth and cognitive development were found to occur through bilingual instruction and a stimulating learning environment. Recommendations are offered for improving the program in the areas of instruction, staff utilization, scheduling, parent workshops, and contact between staff members in the two schools. (GC)

1390 ED 191 970

Feingold, Jeffrey And Others

Bilingual Early Childhood Centers. Final Evaluation Report 1978-79.

Community School District 14, Brooklyn, N.Y.

Pub Date—[79]

Note—21p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Primary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish Speaking, Yiddish

Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

The bilingual Early Childhood Centers Program was established in three public and four non-public schools in District 14 (Brooklyn, New York) as a response to the needs of children in grades K-2 with limited English proficiency. Participants were from Spanish or Yiddish dominant homes. The curriculum offered instruction in English as a Second Language, Spanish or Yiddish language arts, and dominant language instruction in the content areas. Other program components included cultural heritage instruction, staff development, and parent and community involvement. Program evaluation was completed using classroom observation, staff interviews, and pre and posttest data from the Stanford Early School Achievement Test, the Boehm Test of Basic Concepts, and the InterAmerican Test in Reading. Analysis of statistical data showed significant academic gains were made by participants in both the Spanish/English and Yiddish/English programs. Evaluation findings indicated that all program components operated well and objectives were met. (MK)

1391 ED 191 971

Zeichner, Harvey

Evaluation Report for the District 19 Bilingual/-Bicultural Elementary Program.

Community School District 19, Brooklyn, N.Y.

Pub Date—[79]

Note—17p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, Elementary Education, *English (Second Language), Multicultural Education, Program Descriptions, *Program Effectiveness, Program Evaluation

Identifiers—New York (Brooklyn)

The District 19 (Brooklyn, New York) Bilingual/-Bicultural Elementary Program operated on the K-6 level in eight schools during the 1978-1979 school year. The broad goals of the program were to expand the number, scope, skills, services, and student-teacher interactions of the district's bilingual staff and to develop and administer a competent bilingual program. Program evaluation was accomplished through classroom observation; interviews with faculty, staff, principals, and students; and measures of student achievement in reading (Spanish and English) and math. Evaluation findings indicated that (1) teachers rated the program satisfactory to excellent, (2) teachers and educational assistants were highly rated, (3) classrooms were conducive to learning, (4) students were responsive to instruction and for the most part spoke in the language of instruction during instructional periods, and (5) pre and posttest student achievement data showed that instruction was successful. Recommendations for future planning were made. (MK)

1392 ED 191 972

Irizarry, Ruddie A. And Others

Systematic Approaches to Bilingual Education (Project SABE) and Bilingual Language Arts Services (Project BLAS). Final Evaluation Report, 1978-1979.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—[79]

Note—33p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, *Bilingual Teacher Aides, *Bilingual Teachers, Education Courses, Elementary Education, English (Second Language), *Faculty Development, *Inservice Teacher Education, Program Descriptions, Program Effectiveness, Program Evaluation

Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New YOrk (New York)

The ultimate goal of Project SABE (Systematic Approaches to Bilingual Education) was to improve the linguistic and computational performance of 793 New York City students with limited proficiency in English and 141 English dominant students in grades K-4. The instrumental goal of the project was to improve the performance of the 34 bilingual teachers and 9 paraprofessionals involved in the program. Pupil instructional activities focused on the development of reading, writing, and mathematics competence. English as a Second Language instruction was offered as well as content area teaching in the child's dominant language. Teacher training consisted of orientation workshops, inservice programs, on-site observation and training by resource teachers, and college education programs. Project SABE also had a community and parental involvement component. Pre and posttest achievement data, interviews, and observation were employed to facilitate the development of recommendations for future program implementation. Kindergarteners were found to improve minimally in English and Spanish language arts skills. Students in grades 1-4 were found to have accomplished program objectives of statistically significant gains in English and Spanish reading and math skills. (MK)

1393 ED 191 978

Irizarry, Ruddie A. And Others

Effective Transition of the Bilingual and Bicultural Student. Thomas Jefferson High School. Final Evaluation Report, 1978-1979.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—[79]

Note—30p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, *Spanish Speaking

Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *New York (Brooklyn)

The Effective Transition of the Bilingual and Bicultural Student program was funded to offer academic subjects bilingually in grades 9-12, to train staff to carry out program goals, and to provide supportive services to program students. The program offered instruction in English as a Second Language, native language arts, social studies, science, and mathematics. Curriculum and materials development and parental involvement formed additional program components. The program was evaluated using student achievement data from criterion referenced tests and evaluator observations. Achievement data indicate (1) English as a Second Language students mastered an average of 43% of the objectives attempted, (2) 83-100% passed examinations in native language arts, (3) 70-100% passed examinations in mathematics, (4) 86-100% passed examinations in science, and (5) 70-100% passed examinations in social studies. Fifty-four to one hundred percent of the students involved in the program exceeded attendance criteria. The curriculum development and supportive services components were found to be strong and effective. The parental involvement program was found to be in need of expansion. (MK)

1394 ED 191 980
Irizarry, Ruddie A. And Others
Fort Hamilton High School Greek, Arabic and Spanish (GRASP) Bilingual Program. ESEA Title VII. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note—56p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Arabic, *Bilingual Education, English (Second Language), *Greek, Program Descriptions, *Program Effectiveness, Secondary Education, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Brooklyn)

The Fort Hamilton High School Greek, Arabic, and Spanish bilingual Program (GRASP) served 200 Brooklyn, New York, students found to have limited proficiency in English. Students received instruction in English as a Second Language or remedial English, native language arts (except Arabic), and native language instruction in science, social studies, and mathematics. Additional program components included curriculum development, teacher training, supportive services, parental involvement, and mainstreaming with English speaking peers. Program evaluation was completed using student achievement data from norm and criterion referenced tests and evaluator observations. Achievement data indicated that (1) students on most levels made significant gains in reading English, (2) most students achieved program goals in native language arts, (3) substantial percentages of students achieved course expectations in mathematics, and (4) most students mastered program objectives in science and social studies. Attendance figures indicated that GRASP students surpassed the school wide attendance rates. Other program components were found to be successful. Recommendations for future program implementation are included. (MK)

1395 ED 191 981
Irizarry, Ruddie A. And Others
John Bowne High School Basic Bilingual Program. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note—32p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Queens)

The John Bowne High School Basic Bilingual Program served 269 New York City students with limited proficiency in English in grades 9-12. Students received instruction in English as a Second Language, content areas, and Spanish language arts. Students were mainstreamed with their English dominant peers for some subject areas and participated in a bilingual business program. Supportive services, curriculum and staff development, and parental/community involvement activities formed additional program components. Program evaluation was accomplished through student achievement data and evaluator on-site observation. Findings indicated that (1) except for eleventh grade students, pupils made statistically significant gains in English reading achievement, (2) all students except tenth graders demonstrated significant gains in Spanish reading, (3) 70% of each grade passed midterm examinations in the content areas. Students were observed to be attentive and disciplined, and to have good relationships with teachers. Recommendations for future program implementation are included. (MK)

1396 ED 191 982
Irizarry, Ruddie A. And Others
Louis D. Brandeis High School Bilingual Program. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note—42p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Criterion Referenced Tests, *English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Spanish Speaking
Identifiers—New York (New York)

The Louis D. Brandeis High School Bilingual Program served 900 New York City Hispanic students with limited proficiency in English. In addition to developing English and Spanish language skills the program provided content area instruction in Spanish in social studies, mathematics, and science. Staff development, mainstreaming, parental involvement activities, and supportive services formed additional program components. Criterion referenced tests were used to evaluate the effects of the program on student performance. Evaluative findings indicated that (1) students mastered a majority of objectives in English as a Second Language instruction, (2) all students made gains in reading Spanish, although only at the ninth grade level were gains significant, (3) only ninth graders in the fall term met the mathematics criterion, (4) almost half the students reached the criterion of achievement in science, (5) all twelfth graders and half of the students in other grades reached the criterion level in social studies, (6) all students exceeded the criterion in Spanish language arts, and (7) most students appeared to be making progress in oral English proficiency. Bilingual program students had average attendance rates of 88-92%. Recommendations for future program implementation are included. (MK)

1397 ED 191 983
Irizarry, Ruddie A. And Others
Project ABLE–Achievement Through Bilingual Education at Theodore Roosevelt High School. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note—54p.; "Invitation to Adult Education Classes" has been deleted due to reproducibility factors. Photographs may be marginally legible.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bilingual Education, English (Second Language), *Italian, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *New York (Bronx)

The Achievement through Bilingual Education Project (ABLE) served 360 Hispanic and Italian students in grades 9-12 in the Bronx, New York. Students received instruction in English as a Second Language, native language arts, and content areas (science, social studies, and mathematics) in their native languages. Additional program components included staff development, parental involvement, curriculum development, and supportive services. Program evaluation was completed using norm and criterion referenced tests of student achievement and evaluator observations. Findings indicated that (1) 47-60% of English as a Second Language goals were achieved by Spanish speaking students, (2) under 40% of all students showed gains in receptive and expressive English fluency, (3) all students made significant gains in native language reading, (4) most groups of ABLE students achieved the criterion in mathematics, social studies, and science. Project ABLE students surpassed school wide attendance rates. All additional program components except supportive services were found to be effective. Recommendations for future program implementation are included in this report. (MK)

1398 ED 192 279
Welsh, David J. Ligon, Glynn
Project RISE: Reading Achievement in AISD Junior High Special Education (1978-79). Interim Evaluation Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—May 80
Note—12p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Individualized Instruction, Junior High Schools, Mainstreaming, *Program Evaluation, *Reading Achievement, *Reading Instruction, Reading Programs, Secondary Education, Socioeconomic Influences, *Special Education
Identifiers—*Project RISE

The Project RISE (Reading Individualized in Special Education) program undertaken by the Austin (Texas) Independent School District collected and analyzed data on the reading achievement of junior high school special education students. A random sample of 256 such students was given several measures of reading achievement. Demographic information that was gathered for the students included data on sex, IQ, ethnicity, free lunch status, nature of handicap, and type of teacher from whom reading instruction was received (regular or special education). The students were also classified according to the instructional arrangement as "resource" (those receiving at least one hour of special education instruction per day), "integrated" (those receiving more than three hours of such instruction per day), and "self-contained" (those receiving full-day special education service). The findings revealed that (1) resource students had higher reading achievement than integrated students, (2) minority students scored below Anglo students in reading achievement, (3) students who were not eligible for free lunch scored higher and made bigger gains than did students who were eligible, and (4) students who received reading instruction from special education teachers were generally lower in ability than those taught by regular teachers, but both groups made comparable gains. (FL)

1399 ED 192 304
Washington, Thomas P. And Others
Evaluation Design: Written Composition Program. Publication Number 79.24.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—80
Note—24p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Elementary Education, Minority Group Children, *Program Effectiveness, *Program Evaluation, *Writing (Composition), *Writing Instruction

This booklet outlines procedures for evaluating a school district's writing program that was designed to overcome the adverse educational and social effects of minority group isolation by improving the academic achievement of minority group students. The first section describes how the writing program addressed three of the school district's priorities for students in kindergarten through grade five: (1) student achievement in language arts, (2) student achievement in social studies, and (3) minority student achievement in all basic skills areas. The second section lists the methods proposed to evaluate the program, including commercially available tests, classroom observations, and teacher questionnaires. The third section discusses the two issues to be addressed by the evaluation: the dissemination of the instructional activities of the written composition program throughout the school district and the retention of certain aspects of teacher training in the program model. The remainder of the booklet provides a breakdown of the evaluation into specific skill areas and information on the dissemination schedule, information sources, data collection, and time allocation. (AEA)

1400 ED 192 464
McDonnell, Lorraine M. McLaughlin, Milbrey W.
Program Consolidation and the State Role in ESEA Title IV.
Rand Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—Rand-R-2531-HEW
Pub Date—Apr 80
Contract—300-76-0311; 300-77-0515
Note—133p.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Advisory Committees, *Cooperative Programs, *Coordination, Federal Programs, *Federal State Relationship, Financial Support, Government Role, *Government School Relationship, Program Administration, Program Descriptions, State Agencies, Surveys
Identifiers—*Elementary Secondary Education Act Title IV

Title IV represents the first consolidation of federal education programs. It funds a wide range of items, from school library acquisitions to innovative projects on art education and teenage pregnancy. The major objectives of this study were to describe how the Title IV program operates in states and local school districts, to assess Title IV as an example of a consolidated program strategy, and to use Title IV as a basis for understanding the role of the states in implementing federal education policy. Data sources include a survey of Title IV program officials and state advisory council members in 50 states, surveys of public and nonpublic school officials in about 600 local districts, and fieldwork in eight state departments of education and 24 school districts. The study supports the following general conclusions about Title IV: (1) Title IV is a popular, well-run program that is praised for its flexibility and ease of administration. (2) Title IV did not result in consolidated management of former categorical programs. (3) States and local school districts vary in the substance, management, and quality of Title IV-B and Title IV-C activities. (4) Small IV-B and IV-C grants can induce substantial improvement in local practices. (5) Title IV participation of eligible nonpublic school students is uneven. (Author/JM)

1401 ED 192 857
Eagle, Norman
The Academic and Remedial Placement Profile of Students Entering B.C.C. in September 1980, by Curriculum Group.
Bronx Community Coll., N.Y.
Report No.—BCC-1-80
Pub Date—Oct 80
Note—30p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, *Community Colleges, Enrollment Trends, Grade Point Average, Open Enrollment, Remedial Mathematics, *Remedial Programs, Remedial Reading, *Student Placement, Two Year Colleges, *Two Year College Students

The class entering Bronx Community College in September 1980 is described in this report in terms of high school averages (general, English, and mathematics); placement into remedial or pre-college level English, reading, and mathematics courses; and subsequent enrollment in these courses. The data, compared on a series of tables with findings from similar studies conducted annually since 1972, indicate that while 62% of the entering students were placed in remedial English or reading courses, 70% of the students actually enrolled in the courses. Conversely, while 71% of the students were placed in remedial mathematics courses, only 55% of the students actually enrolled in the classes. Of the 1,283 known high school averages, 31% fell below .70 and 14% fell below .65. Since the discontinuation of open admissions policies and the implementation of progress standards in 1976-77, the proportion of severely underprepared students (those with a high school average below .70) declined significantly in English and general academic achievement, but not in the areas of mathematics and foreign languages. The number of students taking college-level courses, rather than required remedial courses, increased steadily from 1977 to 1980. Each of the data tables contained in the study report provide a breakdown by 14 curricular areas. (JP)

1402 ED 192 874
Perney, Lawrence And Others
Cooperative Inquiry: A Teacher-Based Approach to Upgrading Skills for Urban Kindergarten Children.
Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.
Pub Date—Jun 75
Note—74p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, Educational Responsibility, *Group Discussion, *Inservice Teacher Education, Instructional Improvement, Kindergarten Children, *Preschool Teachers, Primary Education, *Program Effectiveness, Program Evaluation, *Teacher Improvement, Teacher Response, Urban Education
Identifiers—*Cleveland Public Schools OH

This monograph describes a year-long, retraining program for East Cleveland kindergarten teachers that was based on teacher involvement in group discussions and curriculum improvement activities. The program was developed in order to provide, with no additional funds, an education to inner-city children that compared favorably with the education received by suburban children. Theories and studies relevant to early childhood learning are reviewed in Chapter One in order to emphasize the importance of early educational intervention in children's formative years. Background information, and demographic and school achievement data that represent East Cleveland as a typical urban school system are provided in Chapter Two. Chapter Three describes how teacher retraining was accomplished through group discussions and curriculum design activities. Positive outcomes of the group discussions for teaching practice, such as improved self-esteem among teachers, are indicated. Chapter Four reports project evaluation efforts and data. Among the results it was revealed that the number of students who failed to achieve the minimum level for school readiness was greatly reduced and the performance levels of the inner-city, predominately black children substantially increased. In conclusion, Chapter Five briefly places the program in the broader perspective of educational problems that remain unsolved and emphasizes the potential of teachers for improving student outcomes. (Author/RH)

1403 ED 192 943
An Urban-Oriented Fieldwork and In-Circuit Television Based Teacher Training Program for Bilingual Bicultural Education Focusing on Teachers of Limited English Speaking Ability School Age Students: A Model Program for the Urban Middlewest Schools (Milwaukee, Wisconsin), 1976-1977. Year 1. Final Report.
Wisconsin Univ., Madison. School of Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Bureau No.—403EH60095
Pub Date—77
Grant—G00764777
Note—122p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Bilingual Education, Bilingual Teachers, Demonstration Programs, Educational Objectives, Field Experience Programs, Higher Education, Latin American Culture, *Multicultural Education, Program Descriptions, Program Evaluation, Questionnaires, Scholarships, *Spanish Speaking, Student Teaching, Teacher Certification, *Teacher Education, *Teacher Education Curriculum, *Urban Education
Identifiers—*Limited English Speaking, Wisconsin

A detailed program description and evaluation are contained in the final report of a demonstration project designed to prepare certified teachers of limited English speaking ability students for bilingual bicultural education programs. The introductory section summarizes the purpose of the program, which offered traineeships to individuals intending to acquire a major or minor in bilingual education and to become proficient in both Spanish and English. The second section, the bulk of the report, presents objectives and courses for the four-year degree program leading to Wisconsin certification. Required and elective courses are listed by age levels (early childhood through secondary) and by program components (language, culture, professional preparation, and fieldwork in urban classrooms). Subsequent sections discuss selection of trainees, coordination between the university and local education agencies, and collaboration with the Center for Latin America. The final section contains the program evaluation, conducted by an independent evaluator and based on questionnaires administered to all staff and student members of the project. Appendices include a variety of project correspondence and the traineeship application and selection forms. (JH)

1404 ED 192 956
A Guide for Evaluating and Selecting Multicultural Instructional Materials.
Illinois State Board of Education, Springfield.
Pub Date—[74]
Note—30p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Pluralism, Elementary Secondary Education, *Ethnic Bias, Evaluation Criteria, *Evaluation Methods, Guidelines, *Instructional Materials, *Media Selection, *Multicultural Education, *Racial Bias, State Legislation, Stereotypes, Textbook Selection
Identifiers—Cultural Contributions, *Illinois

Designed for both school and community personnel, this guide provides assistance in the evaluation and selection of ethnically valid instructional materials which reflect the role and contributions of the diverse racial and ethnic groups in American society. There is a list of 10 criteria for the selection of instructional materials and a statement of the major considerations involved in choosing textbooks that are racially unbiased. The principal method of evaluation described consists of a series of questions with examples which teachers, educators, publishers, or parents can use to examine the content of either individual passages or an entire text for ethnic or racial bias. The questions focus on omissions, stereotypes, distortions, impositions of standards, contributions, and derogatory language. The guide also suggests a method for correcting unacceptable passages. Finally, there are content analysis questions to be applied to the work as a whole. The appendixes include names and addresses of the Illinois regional advisory committees, names and addresses of textbook publishers, and a plan for the effective use of these guidelines. (CM)

1405 ED 193 006
Carsrud, Karen Elizabeth
Evaluation of Achievement Outcomes: Austin's Experience. Publication No. 80.33.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Aug 80
Note—11p.; Paper presented at the National Conference on Longitudinal Evaluation of Bilingual Programs (Austin, TX, August, 1980).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Gains, *Basic Skills, *Bilingual Education, Elementary Education, English, *Language Proficiency, Mathematics, *Reading Skills, Spanish, *Spanish Speaking, Speech Skills
Identifiers—*Austin Independent School District TX, Elementary Secondary Education Act Title VII

Austin's 5-year Title VII project was intended to improve the achievement of elementary students in the following areas: oral language proficiency, knowledge of basic concepts, reading ability in Spanish, and proficiency in English reading and math. Results indicated that program participants gained in knowledge of basic concepts at the kindergarten level and, to some extent, in Spanish reading ability. Fifth grade project students showed greater achievement than their nonproject peers in English reading. However, in fifth grade math and fourth grade reading and math, project students and nonproject students did not differ in their rate of gains. The gap in achievement between Spanish-dominant or bilingual students and their English-dominant peers remained. The program raised several problems for consideration: (1) difficulty in locating appropriate instruments for measuring achievement objectives in bilingual programs, (2) difficulty in obtaining an appropriate sample of students, (3) personnel changes in both project staff and evaluation staff during the course of a project, and (4) lack of evaluation models applicable for longitudinal evaluations of achievement in bilingual programs. (CM)

1406 ED 193 246
Rocher, Edward D.
Development of Simple Ways for Using State Assessment Results.
Pub Date—Jun 80
Note—43p.; Paper presented at the Annual Conference on Large Scale Assessment (10th, Boulder, CO, June 9-12, 1980).
Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Evaluation, Elementary Secondary Education, *Information Utilization, Parent Teacher Conferences, Principals, *State Programs, *State School District Relationship, *Student Evaluation, *Testing Programs, *Test Results, Training Methods, Use Studies
Identifiers—*Michigan Educational Assessment Program

The Michigan Educational Assessment Program (MEAP) staff developed strategies to train teachers and principals to use state assessment results for improving academic achievement in their schools. Two local uses of the state assessment results are (1) using the results of grades 4, 7, and 10 with the students tested, and (2) using the results to review curricula in the previous grade levels. Samples of materials developed for each type of use are appended, and include instructional support materials for mathematics, pamphlets for preparing school staffs to provide individual student results to provide individual student results to parents, plans for preparing for a utilization of MEAP test results workshop, and a model for utilization of MEAP test results. Presentation of the utilization model is planned for three sessions: Session I examines the test results and identifies present needs, Session II deals with curriculum and instructional planning, and Session III is devoted to decision making and setting goals. Because these methods were developed by observation of what does work in schools and because the techniques were geared to the resource restraints of local schools, they can be applied in a variety of settings. (RL)

1407 ED 193 254
Echternacht, Gary
Model C Is Feasible for ESEA Title I Evaluation.
Pub Date—Apr 80
Note—16p.; Paper presented at the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, Analysis of Covariance, *Compensatory Education, Computer Programs, Elementary Secondary Education, *Models, Pretests Posttests, *Program Evaluation, School Districts, Statistical Analysis, Technical Assistance, Testing Programs
Identifiers—Elementary Secondary Education Act Title I, *RMC Models, Technical Assistance Centers, Title I Evaluation and Reporting System

The assertion that Model C is feasible for Elementary Secondary Education Act Title I evaluation, why it is feasible, and reasons why it is so seldom used are explained. Two assumptions must be made to use the special regression model. First, a strict cut-off must be used on the pretest to assign students to Title I and comparison groups. Second, the functional relationship between pretest and posttest must be assumed in order to fit a regression line for use in determining the performance level of students without Title I. A single composite measure that combines test scores, teacher ratings, and past academic performance can be used to select Title I students, and as the pretest. Model C needs only a district-wide assessment of all students and access to a computer to match the data. Six reasons given for not choosing Model C include: (1) Model C requires more work than does Model A; (2) local programmers lack expertise in manipulating scientific data; (3) large districts lack experience in matching pretest and posttest scores; (4) data analysis is necessary; (5) selection process must be open, and (6) normal curve equivalent gains are lower than when using Model A. (RL)

1408 ED 193 270
Comprehensive Basic Skills Program Review.
New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.
Pub Date—80
Note—563p.; Colored pages may not reproduce clearly.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors—*Academic Achievement, *Basic Skills, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Program Effectiveness, *State Programs, *State School District Relationship
Identifiers—*New Jersey Minimum Basic Skills Program

The Comprehensive Basic Skills Program Review (CBSPR) is an essential part of the New Jersey public school evaluation and improvement process. This group of handbooks describes a process for analyzing existing school programs and practices in relation to those factors which have been identified through research to be associated with successful achievement in basic skills. Districts have the responsibility to use the results of the CBSPR to develop and implement basic skills improvement plans which appropriately fit their needs and resources. A school is selected to undergo a CBSPR if: (1) less than 65 percent of its students have met the statewide minimum standards on the Minimum Basic Skills (MBS) test in either reading, computation, or both; (2) there has not been a significantly increasing trend in the percent of students meeting the statewide standard; or (3) acceptable other evidence of pupil achievement has not been submitted by the district. Four groups involved in the CBSPR include the comprehensive review team, the local review team, the county office, and the school administrators and staff. The CBSPR handbooks deal specifically with each group's role and responsibilities, and provide guidelines for implementation at elementary and secondary levels. (RL)

1409 ED 193 348
Weinberg, Meyer
Intra-District Inequalities, II.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 80
Note—50p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 608.
Available from—Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01003 ($4.00 + $0.30 postage).
Journal Cit—Research Review of Equal Education; v3 n2 Spr 1979
Pub Type—Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Civil Rights Legislation, *Educational Finance, Elementary Secondary Education, *Equal Education, Equal Facilities, *Expenditure Per Student, Federal Aid, *Financial Problems, Racial Discrimination, *School District Spending, School Taxes, State Aid
Identifiers—California (Los Angeles), Elementary Secondary Education Act Title I, Hobsen v Hansen, Illinois (Chicago), New York (New York)

Research on intra-district inequalities is necessary for determining if changes in state financing formulas have affected inequitable distributions of educational resources within school districts and between classrooms in individual schools. Material inequalities in per pupil expenditures based on race were outlawed by the Hobsen vs Hansen court decision. Title I of the Elementary and Secondary Education Act was found to have worsened intra-district inequalities in some school systems either through the withdrawal of local funds from poor schools or through improper use of funds to purchase services for ineligible children. Intra-district inequalities were found by the Office for Civil Rights in New York City, Chicago, and Los Angeles. The inequalities were related to racial, ethnic, and - inferentially - economic factors. Efforts to support litigation for revision of inter-district taxation has led to the omission of emphasis on intra-district inequalities and to the exaggeration of factors beyond district control. A new Federal inquiry into inter-district, intra-district, and within school inequalities may be of pivotal significance in the formulation of future policy and research. Tables of data are included and a bibliography is appended. (Author/MK)

1410 ED 193 349
Harris, Kenneth A. Dowe, Ronald R.
Detroit High School Profiles: Criteria-Based Monitoring of Desegregation.
Detroit School District, United States District Court Monitoring Commission, Detroit, Mich.
Pub Date—1 Apr 80
Note—72p.; Paper prepared for the American Educational Research Association Annual Meeting (Symposium: Sig/Social Indicators Research), Social Indicators of Equality of Educational Opportunity (Boston, MA, April 1, 1980). Some pages may be marginally legible due to reproduction quality of original.
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Court Role, *Criteria, *Desegregation Effects, Desegregation Litigation, Desegregation Plans, *Evaluation Methods, *Program Effectiveness, Program Evaluation, *School Desegregation, Secondary Education
Identifiers—*Detroit Public Schools MI

A criterion-based assessment procedure was used to evaluate the success of court-ordered desegregation and educational programs in Detroit, Michigan. A monitoring commission was appointed to effect this assessment. This report begins by describing the commission and assessment procedures. The next portion of the report is devoted to materials which outline the criteria the commission used to assess high schools. The materials are divided into three sections: broad criteria, minimal criteria for the initial assessment, and descriptions of staff action for further assessment of individual schools. This is followed by graphs and tables of data used as examples of high school assessment profiles. Newspaper clippings and court memoranda pertaining to school desegregation are also included. (MK)

1411 ED 193 350
Weinberg, Meyer
Intradistrict Inequalities, I.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 80
Note—39p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 440.
Available from—Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01002 ($4.00)
Journal Cit—Research Review of Equal Education; v3 n1 Win 1979
Pub Type—Historical Materials (060) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Blacks, *Court Litigation, *Educational Resources, Elementary Secondary Education, *Equal Education, Expenditures, Literature Reviews, Low Income Groups, *Racial Discrimination, *Resource Allocation, School Support, *Social Differences
Identifiers—Supreme Court

This article discusses inequalities in the distribution of educational resources, with emphasis placed on inequalities within school districts. In the first section, racially-based inequalities within school districts are traced from the post Civil War period to the 1960s. Examples of unequal expenditures for black students given in this section include disparities in the rural South and in Newark, Chicago, and the District of Columbia. The second section is a review of social science research investigating the degree to which educational resource allocations favor upper income children. Studies examining the unequal distribution of adequate school buildings, experienced and well paid staff, and local, State and Federal funds within districts and within individual schools are discussed. The third section traces the changing legal stance on equality of educational resource allocation. Included are discussions of the post Civil War period of mandated equality in some States, the rulings by courts at all levels approving intradistrict inequalities at the turn of the century, the Supreme Court's unrealistic assertion in the 1954 Brown vs. Board of Education decision that inequalities in expenditures were not an issue because inequalities did not exist in the Brown States, and the Supreme Court's declaration of the need for the elimination of intradistrict educational inequalities linked to illegal segregation in the 1977, Milliken decision. A list of court cases cited in the article is appended. (BE)

1412 ED 193 352

Middle School Parent Attitudes Toward Desegregation-Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—May 79
Note—57p.; For related documents see UD 020 653-655, UD 020 657, UD 020 659-660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Attitude Measures, Busing, Counseling, *Desegregation Effects, Discipline, Educational Quality, Junior High Schools, *Parent Attitudes, Parent School Relationship, Questionnaires, Racial Relations, *School Desegregation
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of parents of Grade 7 students in 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on parent attitudes. The questions focused on several areas including desegregation and busing, pupil learning and racial relations, quality of education, school-parent relations, discipline and counseling. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

1413 ED 193 353

Elementary School Parent Attitudes Toward Desegregation-Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—May 79
Note—61p.; Not available in paper copy due to light print. For related documents see UD 020 653-654, UD 020 657, UD 020 659-660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Attitude Measures, Busing, Counseling, *Desegregation Effects, Discipline, Educational Quality, Elementary Education, *Parent Attitudes, Parent School Relationship, Questionnaires, Racial Relations, *School Desegregation
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of parents of Grade 2 and Grade 5 students in 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on parent attitudes. The questions focused on several areas including desegregation and busing, pupil learning and racial relations, quality of education, school-parent relations, discipline, and counseling. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

1414 ED 193 354

Detroit Public Schools' Three-Year Bilingual Education Plan, 1979-1982.

Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—16 Aug 79
Note—158p.; Report prepared by the Detroit Bilingual Education Task Force.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Bilingual Education, Community Involvement, Elementary Secondary Education, *English (Second Language), Multicultural Education, *Non English Speaking, Parent Participation, Personnel, Program Administration, Program Descriptions, Program Evaluation, *Program Implementation, Special Education
Identifiers—*Detroit Public Schools MI

This report details plans for future action by the Detroit Public Schools for bilingual education. It begins with an historical overview of national and local bilingual education in the last several years. The next section consists of a statement of goals, both for the program and the students involved. The two following sections address the areas of identification, assessment, and placement of non-English or limited English speaking children in the school system. Six additional sections describe program model options available for implementation in schools, staffing, parent and community involvement, administration and governance of bilingual programs, student and program evaluations, and special education. The final three sections discuss bilingual/multicultural education financing, Federal and State funding, and monitoring of program implementation. A glossary of terms is included. (Author/MK)

1415 ED 193 355

Elementary School Staff Attitudes Toward Desegregation-Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jan 79
Note—43p.; For related documents see UD 020 653-655, UD 020 659-660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Attitude Measures, Busing, *Desegregation Effects, Discipline, Elementary Education, Questionnaires, Racial Relations, School Counseling, *School Desegregation, Student Teacher Relationship, *Teacher Attitudes, Teacher Morale, Teacher Response
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

1416 ED 193 356

Impact of the Co-Funded Components.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—11 Mar 80
Note—38p.; For a related document see UD 020 664.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Skills, *Desegregation Effects, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, Racial Relations, Reading Improvement, *School Desegregation, Surveys, Testing
Identifiers—*Detroit Public Schools MI, Emergency School Aid Act 1972

In 1975 the City of Detroit Public Schools were ordered by the United States District Court to improve educational services in order to eliminate vestiges of past discrimination. To this end, the school system obtained Emergency School Aid Act and State monies to fund four educational components: reading and communication skills, inservice training, testing, and guidance and counseling. This report presents early findings of evaluations of the four components. Test data from a variety of norm and criterion referenced tests for a cross-section of grade levels indicated gains in reading and communication skills. Survey responses from elementary, middle, and high school staff members indicated improved racial relations among students. Survey responses from middle and secondary school students also indicated that student racial relations had improved. Observations of test administration procedures indicated that improved testing procedures had made a positive impact. Staff and student survey data are appended. (MK)

1417 ED 193 357

Grade 10 Student Attitudes Toward Desegregation-Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jan 79
Note—37p.; For related documents see UD 020 653-655, UD 020 657, UD 020 660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitude Measures, *Desegregation Effects, Educational Environment, Grade 10, High Schools, Questionnaires, Racial Attitudes, Racial Relations, *School Desegregation, School Safety, *Student Attitudes
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of Grade 10 students in 11 desegregated high schools in Detroit, Michigan, to evaluate the impact of desegregation on student attitudes. The questions focused on several areas including student racial relations, attitudes toward race, and perceptions of race related school conditions and school safety. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

1418 ED 193 358

Middle School Staff Attitudes Toward Desegregation-Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Mar 79
Note—45p.; For related documents see UD 020 653-655, UD 020 657, UD 020 659, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Attitude Measures, Busing, *Desegregation Effects, Discipline, Junior High Schools, Questionnaires, Racial Relations, School Counseling, *School Desegregation, Student Teacher Relationship, *Teacher Attitudes, Teacher Morale, Teacher Response
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

1419 ED 193 360
High School Staff Attitudes Toward Desegregation-Second Survey, May 1978.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Mar 79
Note—44p. For related documents see UD 020 653-655, UD 020 657, and UD 020 659-660.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Attitude Measures, Busing, *Desegregation Effects, Discipline, High Schools, Questionnaires, Racial Relations, School Counseling, *School Desegregation, Student Teacher Relationship, *Teacher Attitudes, Teacher Morale, Teacher Response
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 11 desegregated high schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distribution of responses to the questionnaire items for which major findings were reported. (MK)

1420 ED 193 361
Interview Guide.
Detroit Public Schools, Mich.
Note—28p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Assistant Principals, *Attendance, *Behavior Problems, *Compliance (Legal), *Discipline Policy, Discipline Problems, Elementary Secondary Education, Information Dissemination, *Interviews, Principals, School Orientation, School Policy
Identifiers—*Detroit Public Schools MI

The questions in this interview guide pertain to the Detroit Public Schools Uniform Code of Student Conduct and City Wide Attendance Regulations. They are directed to school principals and assistant principals. The questions help to determine if the Uniform Code and Attendance Regulations were disseminated, if orientations were carried out, and whether and how they are being enforced. Questions also focus on special programs and support services for students having significant discipline problems and on difficulties administrators are experiencing with the Code and Regulations. An observation guide is appended to assist administrators when evaluating the effects of the Code and Regulations. (MK)

1421 ED 193 362
Detroit Public Schools Educational Components.
Detroit Public Schools, Mich.
Pub Date—9 Nov 76
Note—46p.; Prepared by the Office of the General Superintendent and the Division of Educational Services. Tables may be marginally legible due to broken print. For a related document see UD 020 658.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Skills, *Desegregation Methods, Educational Improvement, Elementary Secondary Education, *Guidance, *Inservice Teacher Education, Program Descriptions, *Reading Skills, *Testing
Identifiers—*Detroit Public Schools MI, Emergency School Aid Act 1972

In 1975 the City of Detroit Public Schools were ordered by the United States District Court to improve educational services in order to eliminate vestiges of past discrimination. To this end, the school system obtained Emergency School Aid Act and State monies to fund four educational components: reading and communication skills, inservice training, testing, and guidance and counseling. This report presents a summary budget of the four co-funded educational components and then briefly describes each of the components. Each description includes a summary of program activities and shows how the activities will be implemented in elementary, middle, and secondary schools. A time line for program implementation is included for each component. (MK)

1422 ED 193 363
Management Accountability System for Desegregation Educational Components.
Detroit Public Schools, Mich.
Pub Date—12 Oct 79
Note—147p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Accountability, *Administrative Policy, Administrator Responsibility, *Compliance (Legal), Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, Program Descriptions, *Program Implementation
Identifiers—*Detroit Public Schools MI

The accountability system developed by the Detroit Public Schools is designed to ensure that the letter and the spirit of the educational components of the system's desegregation plan are fully instituted in every school. For each component (bilingual/bicultural education, elementary and middle school reading, career and counseling guidance, vocational education, teacher inservice, community relations, senior high school reading, testing, and the uniform code of student conduct)the responsibilities of each key position are delineated. Acceptable evidence of compliance with court orders is described. The positions responsible for monitoring, correcting, and reporting the level of implementation are designated. Two reporting systems, one guaranteeing accountability by principals and superintendents and one to provide analyses of implementation and impact by component, are described. (Author/MK)

1423 ED 193 364
McMillan, Charles B.
Magnet Schools: An Approach to Voluntary Desegregation. Fastback 141.
Phi Delta Kappa, Bloomington, Ind. Educational Foundation.
Pub Date—80
Note—52p.; Not available in paper copy due to institution's restriction.
Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, $0.60 to members).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Magnet Schools, Program Effectiveness, *School Desegregation, Urban Schools, Voluntary Desegregation

This booklet was written to describe and evaluate the role of magnet schools in desegregation plans. The author presents case studies of two moderately successful magnet schools, the Martin Luther King Middle School in Boston and the Clifton Multi-Age Magnet School in Cincinnati. He then discusses magnet schools in the context of desegregation and illustrates the way in which the courts have been using magnet schools for desegregation purposes. In the third section the author discusses the educational dimension of magnet schools, somewhat apart from their desegregation impact. The author then reviews the roles of State and Federal governments in supporting magnet education. The booklet is concluded with a discussion of the pros and cons of metropolitan magnet schools and recommendations for magnet school programs. (Author/MK)

1424 ED 193 385
Brumberg, Stephan F. Toledo, Victor
Final Evaluation Report for the C.S. 211 Bilingual Gifted and Talented Program 1978-1979.
National Training and Evaluation Center, New York, N.Y.
Spons Agency—Community School District 12, Bronx, N.Y.
Pub Date—[79]
Grant—G00700624
Note—31p.; Appendix I (Student Questionnaire) has been deleted due to reproducibility factors.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Elementary Education, *Gifted, Program Descriptions, *Program Effectiveness, Program Evaluation, Resource Staff, Spanish, Theater Arts
Identifiers—Bilingual Education Act 1968, New York (Bronx)

This report provides a program description and evaluation findings of a bilingual program for gifted and talented children conducted at C.S. 211, an elementary school serving black and Hispanic children in an economically deprived area of the Bronx, New York. The program's goals, which included above grade level reading and mathematics performance in the children's native language and acquisition of the second language, are reviewed. Instructional practices, curriculum and materials development, and staff development designed to accomplish these goals are described. Program activities for the 1978-79 academic year, including classroom and performing arts activities, are reviewed. The Bilingual Gifted and Talented Program is positively evaluated, with particular praise given to the teaching staff of C.S. 211. Based on observations, on comparisons of achievement test data with the District average, and on results from a student questionnaire, it is recommended that funding for the program be continued. Problem areas relating to the program's scope, administration, selection and testing procedures, and staff utilization are also identified and discussed. (GC)

1425 ED 193 386
Pizzillo, Joseph J., Jr. And Others
Bilingual Title VII Program, Regular School Year 1978-79. Final Evalution Report, July 1, 1978 through June 30, 1979.
Multilingual/Multicultural Laboratory Center, New York, N.Y.
Spons Agency—Community School District 5, New York, N.Y.
Bureau No.—403CH80382
Pub Date—30 Jul 79
Grant—G007700504
Note—54p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Junior High Schools, *Program Administration, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish
Identifiers—Bilingual Education Act 1968

The results of an evaluation of a Title VII bilingual education program conducted in four Central Harlem (New York City) elementary and junior high schools are presented in this report. The program, which consisted of bilingual (Spanish and English) instruction in language and reading skills, mathematics, science, and social studies, is briefly described. Objectives in the areas of instruction, staff training, materials and curriculum development, and parent and community involvement are outlined, and evaluation findings are discussed separately for each area. Extensive pre and post test student achievement data are presented. Also focused on in the report are administrative procedures and the relationship obtained between project staff members and their administrative assignments. Recommendations are offered in the areas of future evaluation procedures, achievement measures, language usage, individual school decision making, inter-school cooperation, and the participation of a broader range of students. (GC)

1426 ED 193 403
Irizarry, Ruddie A. And Others
South Bronx High School Bilingual Program. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—Dec 79
Note—33p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Ele-

mentary Secondary Education Act Title VII, *New York (Bronx)

The South Bronx High School Bilingual Basic Skills Program offered instruction in English as a Second Language, English reading, native language arts, and content areas (in Spanish) to 360 ninth and tenth graders. The primary goal of the program (in its first year of operation) was to mainstream bilingual students with their English speaking peers. Additional program components included curriculum development, staff development, parent and community participation, and supportive services. The program was evaluated using norm and criterion referenced test data, school records, and evaluator observations. Findings indicated that the program was implemented as proposed. (1) ten students were judged to have achieved a level of English competence so they no longer needed special services, (2) ninth and tenth graders made significant gains in English reading, (3) an average of .5 to .6 objectives were mastered per month in English as a Second Language classes, (4) most students passed tests in Spanish language arts and in the content areas, (5) students exhibited gains in math when tested with norm-referenced instruments, but most failed teacher-made tests, and (6) program participants surpassed the school attendance rates. Recommendations for future program implementations are included. (MK)

1427 ED 193 408
Harrington, Charles
Bilingual Education in the United States: A View from 1980. ERIC/CUE Urban Diversity Series, Number 68, August 1980.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 80
Contract—400-77-0071
Note—25p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00)
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Compliance (Legal), Demonstration Programs, Elementary Secondary Education, *Federal Legislation, Financial Support, Multicultural Education, Non English Speaking, *Political Issues, *Program Evaluation, Social Influences
Identifiers—Bilingual Education Act 1968, *Lau v Nichols

Focusing on the time period since the 1974 Supreme Court Lau v. Nichols decision, this paper reviews Federal policy regarding bilingual education, discusses the current sociopolitical context of bilingual education, discusses evaluations of bilingual programming done to date, and examines the implications of these factors for schools and classrooms at the local level. Some of the features that distinguish present bilingual education policy from policies adopted in regard to earlier immigrant populations are outlined. Political problems faced by bilingual education since "Lau" are identified as (1) loss of local autonomy, (2) conflict between the legislative and executive branches of government (3) inconsistencies in the guidelines for legal compliance between 1970 and 1974, (4) funding, and (5) reliance on Title VII funds, which perpetuates a deficit (rather than a cultural difference) model of bilingual education. Several recent evaluation studies of bilingual education programs are reviewed and critical issues common to these evaluations are discussed in terms of their implications for future programs. Finally, a composite model for an exemplary bilingual program is described, based upon what has been learned from previous evaluations. (Author/GC)

1428 ED 193 409
Waxman, Rebecca
Urban Youth in the 80s. Fact Sheets 1-4.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jul 80
Contract—400-77-0071
Note—10p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027
Pub Type— Guides - General (050) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Child Advocacy, *Delinquency, Minority Group Children, *Pregnant Students, Resource Materials, *Youth Problems
Identifiers—*Youth Tutoring Youth

This document contains fact sheets on four contemporary issues related to young people. (1) teenage pregnancy, (2) juvenile delinquency, (3) youth tutoring of youth, and (4) youth advocacy. The sheet on teenage pregnancy presents statistics on the teenage birth rate, discusses financial and educational problems faced by teenage parents, and describes three programs (in Atlanta, Albuquerque, and New York) that address these problems. Also listed are sources for information on teenage pregnancy. The fact sheet on juvenile delinquency focuses on educational and social service for delinquent youth and describes four programs that provide such services. The sheet on Youth Tutoring Youth (YTY) programs discusses the effectiveness of different types of YTY programs and the adaptation of YTY programs to varied school populations (non English speaking and special education students). A list of resources is also provided. Finally, the fact sheet on youth advocacy describes nine national organizations that provide information and services to individuals concerned with the problems of urban and minority youth. (GC)

1429 ED 193 410
Garbarino, James Plantz, Margaret C.
Urban Environments and Urban Children.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 80
Contract—400-77-0071
Note—54p.; Published in a slightly different version as ERIC/CUE Urban Diversity Series, Number 69, August 1980.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type— Information Analyses (070) — Reports - General (140) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Development, *Children, Elementary Secondary Education, *Environmental Influences, *Family Role, *Neighborhoods, School Community Relationship, School Role, Socialization, Urban Areas, *Urban Environment, Urban Schools
Identifiers—*Bronfenbrenner (Urie)

This paper focuses on the distinctive characteristics of urban environments, the ways these environmental features affect city children, and the roles that schools can play in modifying these effects. Bronfenbrenner's multilevel framework for studying the ecology of human development is described. Recognizing the central role that families play in the lives of children, neighborhoods are examined as important environments for both families and their children. Unique characteristics of urban environments and the special ways in which their multiple levels and interacting systems pose risks and opportunities for child development are then discussed. New York, NY 10027 Data from a study on people's perceptions of "high risk" versus "low risk" urban neighborhoods are reviewed, showing that despite demographic similarities, the high and low risk neighborhoods varied significantly in terms of social stresses and supports, adequacy of child care, and residents' attitudes toward the neighborhood. Finally, the school is hailed as an institution that, with proper moral, political, and economic resources can protect environmentally-at-risk children, increase their opportunities, compensate for weaknesses in families and neighborhoods, and influence public policy related to children. (Author/GC)

1430 ED 193 441
Career Education Staff Development Project, 1978-1979. Final Project Report.
Detroit Public Schools, Mich.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Grant—G007802014
Note—32p.; For related documents see ED 163 226 and ED 167 775.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, *Career Education, Elementary Secondary Education, Inservice Teacher Education, Material Development, *Program Development, Program Effectiveness, *Program Implementation, *Staff Development, Staff Role
Identifiers—*Detroit Public Schools MI, Education Amendments 1974

A project was undertaken to (1) develop a prototype for installing career education in two regions of the Detroit Public Schools through staff development activities, (2) monitor the involvement level in local schools in these regions, and (3) assist each school on an ongoing basis to plan for effective career education implementation. The first stage of the project consisted of initial training of a working cadre in each school; orienting and training school administrators, parents, and community members, and creating an extensive career materials center. The second phase involved utilization of the trained personnel and simultaneous provision of inservice training to all available teaching and administrative staff. The project was successful both in terms of number of people trained and participating and in terms of products and their innovative use. Over 2000 teachers and 75 administrators from fifty-nine schools participated in the program, and hundreds of infusion exercises and materials were locally developed. The project also resulted in considerable diffusion benefits to other regions and surrounding school districts. An appendix comprising two thirds of the report provides inservice participation figures and memoranda outlining regional project accomplishments. (MN)

1431 ED 193 460
Wolfe, Howard C. And Others
The Evaluation of the Health and Science Action Learning Project, Central High School, Minneapolis Public Schools. Final Report.
Minneapolis Public Schools, Minn.; Minnesota Univ., St. Paul. Center for Youth Development and Research.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—15 Jan 80
Grant—G007802028
Note—120p.; Not available in paper copy due to thin and small print. Appendix G was removed due to copyright restrictions. For related documents see ED 163 226 and ED 167 775.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Allied Health Occupations, Allied Health Occupations Education, *Career Choice, Career Education, *Career Exploration, Career Planning, Careers, Clinical Experience, *Experiential Learning, *Field Experience Programs, Hospitals, Inner City, *Minority Groups, Occupational Aspiration, Program Effectiveness, Program Evaluation, Science Instruction, Secondary Education, Student Attitudes, Student Motivation
Identifiers—Education Amendments 1975, Health and Science Action Learning Project

Evaluation of the Health and Science Action Learning Project was conducted as part of a larger national study of experience-based education programs in secondary schools. Developed to alleviate the problem of minority underrepresentation in the health professions, the program was designed to encourage minority students to consider these careers and increase their capacity to pursue such careers successfully. The research design involved use of instruments and data collection procedures specific to the local evaluation, as well as several instruments of the national evaluation to test the nine project objectives and program implementation. The program was found to have had a positive effect in two areas: exploration and knowledge of careers and self-esteem. There was no change in vocational maturity, confidence in social situations, vocational aspirations, attitudes toward hospitals, or motivation. Recommendations included (1) shifting the program to the morning to provide a better experience at the hospital and increase enrollment, (2) allocating more time to hospital field experience, (3) increasing effort to recruit minority and disadvantaged students with low motivation, (4) providing follow up beyond the trimester program, and (5) increasing minority staffing. (Evaluation instruments are appended.) (YLB)

1432 ED 193 471
Martin, Ruth E.
Guidelines to Achieve Sex Equity in Vocational Home Economics. Final Report.
Washington State Univ., Pullman.
Spons Agency—Washington State Commission for Vocational Education, Olympia.
Pub Date—Sep 80
Note—31p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Education, Career Planning, *Curriculum Evaluation, *Evaluation Criteria, *Family Life Education, Females, *Guidelines, Home Economics, Males, Parent Participation, School Community Relationship, Secondary Education, *Sex Bias, *Sex Fairness, Sex Stereotypes, Student Attitudes, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Textbook Bias, Textbook Evaluation, Vocational Education

A project developed, field tested, and disseminated guidelines for elimination of sex bias/stereotyping of females and males in new and existing vocational educational curriculum materials, resources, and methods for home and family life teachers. During the literature review, existing instruments for achieving sex equity were identified. Tentative instruments were further explored. Advisory committee input was helpful in developing a preliminary model set of nonsexist curriculum guidelines. The guidelines were designed to assess the teaching environment and new and/or existing resources. (Appendixes include project materials and correspondence as well as a copy of Guidelines to Achieve Sex Equity in Home and Family Life Education.) The first part of the guidelines, Sex Equity in the Teaching Environment, has five sections that relate to the education of students: teaching behavior, student awareness, school/community, facilities and equipment, and occupational preparation. Responses to the items indicate strengths and weaknesses. Part 2, Guide for Review of Sex Equity in Resource Materials, can be used to review (1) textbooks, pamphlets, and other printed resources and (2) films, filmstrips, and other nonprint resources. This review assesses both role portrayal and language. (YLB)

1433 ED 193 478
Bonnet, Deborah G. Richert, Mary K.
Career Decisions: A Program of the Indianapolis Public Schools. Final Evaluation Report.
New Educational Directions, Crawfordsville, Ind.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.—498AH80046
Pub Date—Aug 80
Grant—OEG-05-77-0002
Note—70p.; Not available in paper copy due to light type
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Choice, Career Education, *Career Exploration, Career Planning, Decision Making Skills, Educational Objectives, Education Work Relationship, Employer Attitudes, High Schools, Interpersonal Competence, Interviews, Job Search Methods, *Outcomes of Education, *Program Effectiveness, Questionnaires, School Business Relationship, Student Attitudes, *Student Evaluation, *Student Experience, *Summative Evaluation, Work Attitudes
Identifiers—Career Decisions, Indianapolis Public Schools IN

This report documents a third-party evaluation of Career Decisions, an elective career exploration course to investigate the program's effectiveness in achieving its student outcome objectives. The report is organized into chapters by five general evaluation questions: (1) What did students experience in the classroom components?, (2) What did students experience in the site component?, (3) What do participating employers think of Career Decisions?, (4) What did students think of Career Decisions?, and (5) What did students learn from Career Decisions? These data collection methods to answer these questions are described: teacher logs (question 1), employer questionnaires (questions 2 and 3), student questionnaires (questions 4, 2, and 5), and fourteen student outcome measures (question 5). The final (and most lengthy) chapter discusses nine learner outcome objectives. Evaluation of each objective is presented in this format: classroom emphasis, student-reported learning, and measures (sample items, design, and results). Major findings were that student overall ratings of the program were high, 92% of the participating employers responding endorsed the program, students demonstrated at least partial achievement of eight of nine objectives, and Career Decisions students continued to explore their career interests on their own after program completion. (YLB)

1434 ED 193 623
Porterfield, Craig Eglsaer, Richard
ESAA Basic Summer School. Technical Report: 1979-80. Publication No. 80.19.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—Sep 80
Note—42p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Skills, *Decision Making Skills, *Educational Research, Junior High School Students, Mathematics, *Program Evaluation, Reading Skills, Secondary Education, Summer Programs, Writing Skills

A total of 359 retained seventh and eighth grade students from the Austin (Texas) Independent School District's junior high schools participated in a summer enrichment program that was designed to improve their basic skills and decision making skills and to provide them with a successful school experience. Diagnostic information was used to assign students to reading and mathematics classes, but assignment to decision making classes was done on a random basis. The academic classes were individualized as much as possible, while the decision making classes involved lectures, films, and student participation in decision making activities. Pre and posttest data included the reading comprehension, math concepts and problems, and math computation subtests of the Iowa Tests of Basic Skills (ITBS), writing samples, and scores on a decision making test. The results showed that the program's objective of producing gains in 60% of the students was met on the math computation subtest of the ITBS and in writing ability, but not on the remaining subtests of the ITBS nor on the decision making test. The findings also revealed that seventh grade students showed significant improvement only on the math computation subtest, while eighth grade students improved significantly on all three subtests. (FL)

1435 ED 194 201
Hinze, Laurel Lee
SPEAC for Nutrition. Final Report.
Minneapolis Public Schools, Minn.
Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Child Nutrition Section.
Pub Date—31 Jul 80
Grant—USDA-FNS-59-3198-8-28
Note—125p.; For related documents, see PS 011 796-800.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Curriculum Development, Demonstration Programs, Field Tests, High School Students, *Home Economics, Improvement Programs, Inservice Education, *Nutrition Instruction, *Parent Education, *Parent Participation, Personnel Selection, Postsecondary Education, *Preschool Education, Program Administration, Program Effectiveness, Program Evaluation, Program Implementation, Workshops

This final report discusses the administration, staffing, planning, implementation and evaluation of the SPEAC (Student Parent Educator Administrator Children) for Nutrition Program. The principle objective of the program is to provide nutrition education and increased understanding of the role of the Child Care Food Program through increased opportunities for preschool children to participate in nutrition related learning activities. The program was designed to (1) improve the preschooler's dietary habits, (2) increase parent's, teacher's and others awareness of nutritional needs, (3) increase participation in child nutrition programs, and (4) integrate nutrition education into existing preschool curricula. Field test sites in which the program was implemented include two family day care homes, 16 child care centers and eight public school early childhood home economics and/or parent education programs in Minneapolis, Minnesota. Program implementation involved the integration of a nutrition curriculum into existing programs, workshops for parents, cooks, and field test site participants, inservice training to describe the program and provide feedback to field test participants, and the dissemination of program results to community agencies and professionals. Project materials, including a literature review, an annotated bibliography, a curriculum and a slide/tape presentation, as well as evaluation instruments were developed. Evaluation results indicate the program was effective in increasing participation in and understanding of nutrition education activities. Related materials such as curriculum writing and site selection procedures are appended. (Author/RH)

1436 ED 194 361
Public Schools Energy Conservation Measures, Report Number 5: Fairmoor Elementary School, Columbus, Ohio.
American Association of School Administrators, Arlington, Va.
Spons Agency—Federal Energy Administration, Washington, D.C.
Report No.—DOE/TIC-10740
Pub Date—24 Jan 77
Contract—CR-04-60711-00
Note—52p.; For related documents, see SE 033 215-220 and SE 033 394.
Available from—National Technical Information Service, U.S. Dept. of Commerce, Springfield, VA 22161 ($7.00).
Pub Type— Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors—*Building Systems, Computer Programs, *Cost Effectiveness, Educational Administration, Energy, *Energy Conservation, Engineering Technology, *Money Management, *School Buildings, Utilities
Identifiers—Energy Consumption, *Saving Schoolhouse Energy Project

Presented is an engineering analysis of energy consumption at Fairmoor Elementary School, Columbus, Ohio. Based upon results of the building investigations, computer simulations and assessments of energy conservation opportunities, researchers estimate that minor changes in the existing building could yield a 50% reduction in energy use. The $25,000 cost of these modifications could be recovered in less than three years by lowered utility bills. Emphasis of the study is upon retrofitting measures which use "off-the-shelf" hardware. This analysis comprises one part of the initial phase of the five-part Saving Schoolhouse Energy Project initiated by the American Association of School Administrators and partially funded by the Federal Energy Administration. (WB)

1437 **ED 194 587**
Testing Students for Title I Eligibility: ESEA Title I.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Sep 80
Note—48p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Compensatory Education, *Educational Testing, Elementary Education, *Federal Programs, Intelligence Tests, Reading Tests, School Readiness Tests, *Student Placement
Identifiers—Boehm Test of Basic Concepts, California Achievement Tests, *Dual Career Family, *Elementary Secondary Education Act Title I, Metropolitan Readiness Tests

A guide for administrators' use in determining Elementary Secondary Education Act Title I eligibility of students in their schools is divided into five sections. Section I describes four rules which must be followed in identifying Title I students, and which will be monitored during the year by consultants visiting the school. Section II suggests a step-by-step procedure for selecting Title I students in accordance with the current law and regulations. Section III lists the general criteria for Title I eligibility. Section IV provides a flowchart to simplify the process of describing how to obtain test scores for students who enter school without them. Section V provides a procedure for retesting students whose test scores are clearly much higher or lower than the student's classroom performance would indicate. In addition, appendices are provided which give directions for administering the: (1) Boehm Test of Basic Concepts, (2) Metropolitan Readiness Test, (3) California Achievement Tests (CAT) Level 1, (4) CAT Level 2, and (5) CAT Level 3. Copies of supplementary test score records are provided. (RL)

1438 **ED 194 643**
Murphy, Hardy Ray
District and Community Characteristics Influencing Desegregation Strategy Choice and Effectiveness.
Pub Date—77
Note—26p.; Tables may be marginally legible due to small print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Community Attitudes, Community Size, *Demography, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, *Minority Group Influences, Minority Groups, *School Community Relationship, *School Desegregation, Surveys

The study described in this paper investigated the relationships between school district and community demographic characteristics, choice of school desegregation strategy, and strategy effectiveness. Respondents from 132 school districts in the Southwestern United States were asked to fill out a questionnaire concerning district and community demography and the choice and effectiveness of strategies used by their communities to desegregate the public schools. Desegregation goal areas examined in the questionnaire included: (1) student and/or faculty racial balancing; (2) promotion of community involvement; (3) crisis prevention and resolution; (4) multicultural/multiethnic curriculum, (5) compensatory education; (6) positive race relations; (7) staff development; and (8) administrative procedures. Initial findings indicate the existence of significant relationships between characteristics such as the attitudes of district and community leaders toward desegregation, community attitudes, teacher ethnicity, student ethnicity, and strategy choice and effectiveness. Based on the findings, it is suggested that desegregating districts should take into account differences in culture, historical desegregation issues, and community attitudes toward the particular minority groups of concern. (Author/GC)

1439 **ED 194 648**
Lash, Trude W. And Others
State of the Child: New York City II.
Foundation for Child Development, New York, N.Y.
Pub Date—Jun 80
Note—317p.; Tables may be marginally legible due to small print.
Pub Type— Reports - Research (143) — Reports - General (140) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Adolescents, Child Abuse, Children, *Child Welfare, Delinquency, *Demography, Educational Needs, Elementary Secondary Education, Expenditures, Family (Sociological Unit), Health, *Physical Environment, Runaways, *Social Environment, Socioeconomic Status, Urban Environment
Identifiers—*New York (New York)

Part I of this report is organized around six dimensions of the quality of life of children in New York City: the demography of the City, the characteristics of families with children, children's health, children's ability to learn, the situation of children living away from home, and crimes committed against and by children. Public expenditures for children are also documented in this section through an examination of City, State, and Federal budget figures. Part II presents detailed profiles of three community districts (in Brooklyn, Manhattan, and Queens). These three districts are illustrative of the diversity of the quality of New York City children's lives and of the need for small area data for planning purposes. The final section of the report is comprised of technical and data appendices. Tables and charts of data are presented throughout the report. (MK)

1440 **ED 194 649**
Bryant, Valarie A.
The Opinions of Inner-City Alternative High School Students Toward Student Rights.
Pub Date—[79]
Note—39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Corporal Punishment, Discipline Policy, Dress Codes, Due Process, Freedom of Speech, Nontraditional Education, Questionnaires, *School Policy, Secondary Education, *Sex Differences, *Student Attitudes, Student Government, Student Participation, *Student Rights, Suspension, Urban Schools

Opinions about students' rights were elicited from students attending an inner-city alternative high school, using a questionnaire. The questions focused on opinions on (1) freedom of speech, (2) due process, (3) suspension and corporal punishment, (4) vague regulations, (5) dress codes, and (6) students' governance of fellow students. Findings, reported by sex and grade level, indicate that students responded to four of the six general questions. In summary, they favored limited freedom of speech, due process for students, school dress codes, and student governance. Analysis of the findings revealed that the majority of the students wanted to learn in a structured, teacher administration oriented school setting. Students additionally wanted to play an active role in the decision making processes and to have a voice in the educational process. Tables of data are appended. (MK)

1441 **ED 194 660**
Why Do Some Urban Schools Succeed? The Phi Delta Kappa Study of Exceptional Urban Elementary Schools.
Phi Delta Kappa, Bloomington, Ind.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date—80
Note—232p.; Not available in paper copy due to institution's restriction.
Available from—Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, Indiana 47402 ($7.00).
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, Educational Environment, *Educational Quality, *Educational Research, Elementary Education, Literature Reviews, Outcomes of Education, *Success, Teacher Effectiveness, Urban Education, *Urban Schools, Urban Teaching
Identifiers—Phi Delta Kappa, United States (Midwest)

A study of successful urban schools was conducted using two research strategies. Part One of this report consists of eight case studies of elementary schools in midwestern cities. The case reports were based on self-studies, in many instances by school staff members. The studies were constructed to focus on the human factors that make the individual schools exceptional. The second section of the report is a comprehensive review of research literature. Hundreds of studies were reviewed and their findings synthesized to identify critical factors contributing to exceptionality. Data sources and search strategies are appended. (Author/MK)

1442 **ED 194 672**
Alexander, E. Curtis
The Pedagogical Oppression of Black Students in Norfolk City Public Schools–Myth or Practice?
Pub Date—[76]
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, *Board of Education Policy, *Educational Quality, Elementary Secondary Education, Employment Practices, Expulsion, Public Education, *Racial Bias, School Districts, Suspension, Urban Schools
Identifiers—*Virginia (Norfolk)

The policies and actions of the Norfolk City Public Schools are having a devastating effect on black students. The system's suspension and suggested expulsion notice data and employment record are objective indicators that the system was not designed to educate black children. Black students are suspended nearly twice as often as white children and they receive almost five times as many expulsion notices. A study by the Children's Defense Fund supports the position that most school suspension policies do not serve the interests of children or of schools. The United States District Court decision on Mills v the Board of Education of the District of Columbia sets a precedent for possible court action dealing with these policies. The Norfolk Public Schools Employment Report shows that personnel policy has been discriminatory and has adversely affected desegregation efforts. School policy must be systematically changed in order to improve the situation of black children. (Author/MK)

1443 **ED 194 694**
Improving Sex Equity in Career and Vocational Classrooms.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—78
Note—19p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, *Career Education, Facilities, Facility Guidelines, *Instructional Materials, Job Placement, Nontraditional Occupations, Postsecondary Education, Secondary Education, Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Student Placement, Student Recruitment, *Textbook Bias, *Textbook Evaluation, Textbook Selection, *Vocational Education

This booklet contains curriculum guidelines and checklists designed to assist vocational educators in identifying sex bias, sex role stereotyping, and sex discrimination. The first section provides suggestions made by Ohio vocational educators for providing for sex equity in vocational programs. Following specific suggestions for recruitment, facility, placement, and program content, suggestions and comments specific to program areas of study are set forth. The second section lists criteria for sex-fair materials and then provides guidelines and checklists for assessment of curriculum materials for sex equity on four bases: language, roles, omissions, and audio-visual materials. Several consciousness-raising activities for the classroom are listed in the third section, which may be helpful to teachers, counselors, and students in becoming aware of sex bias. The final section discusses use of already-existing material lacking sex fairness. (YLB)

1444 ED 194 734

Career Education in Ohio. Highlights of Career Development Program Implementation and Evaluation Results 1970 to 1980.

Ohio State Dept. of Education, Columbus.
Pub Date—80
Note—22p.; Not available in paper copy due to small print.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Awareness, *Career Development, *Career Education, Career Planning, Community Involvement, Decision Making, Economics, Elementary Secondary Education, Job Search Methods, *Program Implementation, School Community Relationship, Self Evaluation (Individuals), Student Attitudes, Student Evaluation, *Summative Evaluation, Surveys, Work Attitudes
Identifiers—*Ohio, *Ohio Career Development Program

This report contains results, both in narrative and chart form, of the implementation and evaluation of Ohio's K-10 career development program. Introductory charts indicate program growth and funding, 1970 to 1980. The next section contains results of the Career Skills Assessment Program (CSAP) administered to tenth graders in 20 school districts. Charts present evaluation results in terms of comparison of the average percent right of students in Program Centers (school districts having the career development program) and Control Centers (those with no formal career development program). The six measures of the CSAP are (1) Self Evaluation and Development Skills, (2) Career Awareness Skills, (3) Work Effectiveness Skills, (4) Personal Economics Skills, (5) Employment Seeking Skills, and (6) Career Decision-Making Skills. Summative evaluation results (assessment of attitudes) are then presented for current seniors, former students, school district personnel, and community members. Four major recommendations coming from the summative evaluation are listed. (YLB)

1445 ED 194 739

Rawlings, Lyngrid S. Davison, Jean B.

Developing a Life Skills Diploma Program in an Urban Setting-A Model for Replication.

Pub Date—Nov 80
Note—32p.; Paper presented at the National Adult Education Conference (St. Louis, MO, November 3-7, 1980). For a related document see ED 185 422.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *Competence, Demonstration Programs, Equivalency Tests, *Experiential Learning, *High School Equivalency Programs, Job Skills, Models, Performance, Portfolios (Background Materials), Program Development, *Student Evaluation, *Urban Areas
Identifiers—District of Columbia, *Life Skills

The External High School Diploma (EHSD) Program is a specially developed program to grant credits to urban adults for skills developed through life experiences. This District of Columbia program is designed to grant credit for life experiences and career-related skills by documenting the levels of knowledge and skills adults have attained by negotiating the dynamics of their lives. Six steps are involved in the process: (1) initial interview, (2) diagnostic/screening (literacy self-portrait, Adult Performance Level 100-item assessment, Harrington O'Shea Career Decision Making), (3) conference (assessor and candidate), (4) assessment phase (38 Generalized Life Skills Competencies, Individualized Career/Technical Competencies), (5) post tasks-assessment conference, and (6) Board of Education (granting of high school diploma). Assessors follow up the progress of successful candidates every six months for three years. (The steps to developing both the life skills competencies and individualized career/technical competencies are also outlined. Following a listing of the generalized life skill competencies, separate attachments are a Cross-Reference List of EHSD Competencies with competencies from identified areas and a listing of Intellectual Complexity of the Assessment Tasks of the EHSD Program based on four different scales.) (YLB)

1446 ED 194 792

Resource Vocational Program. Salt Lake City School District. 1979-80 Summary Report.

Salt Lake City School District, Utah.
Pub Date—Sep 80
Note—100p.; Parts of this document will not reproduce well due to thin print.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Development, Career Education, Career Exploration, Career Guidance, *Disabilities, *Employment Potential, Interpersonal Competence, Job Placement, *Job Skills, Mainstreaming, Mild Disabilities, Program Evaluation, *Resource Room Programs, Secondary Education, Socialization, Student Characteristics, Summative Evaluation, *Vocational Education
Identifiers—Salt Lake City School District UT

This summary evaluation report is a short synopsis of the first-year activities of the Resource Vocational Program, which provided career development and vocational education-employability development-services in the least restrictive environment to a group of mild to moderate handicapped youth. A brief description outlines scope and four major components of this program, which was located at two high schools in the Salt Lake City School District: career awareness, employment skills, vocational training, and placement. Other sections discuss identification of clients served and student characteristics and describe programs of a similar nature that are operating locally and throughout the country. A report from an independent internal evaluator describing the function of the program is summarized. The concluding section contains a brief summary statement highlighting the program's major accomplishments, a future perspective where problems are, and programming strategies to resolve these problems for the next operating year. Appendixes, amounting to over one-half of the report, include (1) definitions of handicapping conditions; (2) a report on the structure and changes of the program, whose title was changed to Special Vocational Services Project for the next operation year; (3) the independent internal evaluator's report in its entirety; and (4) participating student characteristics in detail. (YLB)

1447 ED 195 061

Levy, Kay E. And Others

Project CUE (Communication, Understanding, Education). Final Report, September 1, 1977 through August 31, 1980.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Aug 80
Grant—PDE-770495
Note—830p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF05/PC34 Plus Postage.
Descriptors—Basal Reading, Beginning Reading, Content Analysis, *Curriculum Development, *Language Acquisition, *Language Handicaps, Learning Activities, *Reading Materials, *Reading Readiness, Teaching Methods, Units of Study
Identifiers—Final Reports, *Project CUE

The final report documents goals and achievements of Project CUE, a 3 year project to assist teachers of language impaired children to adapt regular reading readiness curricula to the students' needs. Objectives are listed, including conducting a needs assessment, selecting a basal reading series, and disseminating information on the project, and activities are noted for each. Following a literature review, Project CUE is compared to published early childhood kits. Field test experiences are briefly described, along with 35 dissemination activities of the project. A section on evaluation procedures includes sample forms. Evaluation of the project is undertaken in terms of successes and shortcomings, impact on the past and future, and continuation of project activities. Extensive appendixes, comprising the bulk of the report, cover reader analyses and the Project CUE manual. The manual addresses language characteristics of exceptional children, an analysis of reading series, and steps to create a language learning unit. Four miniunits are included. (CL)

1448 ED 195 086

[Child Abuse: 1979 Report].

Pennsylvania State Dept. of Public Welfare, Harrisburg.
Report No.—PWPE-31-4-80
Pub Date—80
Note—84p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Child Abuse, *Child Neglect, *Delivery Systems, *Intervention, Prevention, Program Descriptions, Program Evaluation, *Referral, State Legislation, *State Programs, State Surveys
Identifiers—*Pennsylvania

As mandated by Pennsylvania's Child Protective Services Law (Act 124), the document presents the Department of Public Welfare's 1979 report on child abuse. Following an introductory section is a brief section on the nature and scope of the problem. Section III outlines the past year's activities of the Department of Public Welfare's Office of Children and Youth, Childline and Abuse Registry, regional offices, and the public education program. A fourth section focuses on the establishment of services available through Child Protective Services. Results of a survey regarding attitudes toward Act 124 is noted to reveal that the two services which seem to be the most difficult to implement are parenting education and self help groups. Section V presents funding data, while Section VI offers recommendations to the act to strengthen services to children and parents and lists results of program evaluation along with recommendations. Section VII includes articles with the following titles and authors: "The Prevention of Child Abuse and Neglect from a Federal Perspective" (G. Koch); "Child Abuse-Neglect Resource Center" (J. Crumbley); "Philadelphia County Parent Action Network" (W. Fickling); "Erie County Voluntary Intervention and Treatment Program" (D. Bartlett); and "Parents Anonymous of Pennsylvania" (J. Diederich). A final section cites statistical data on reporting of suspected child abuse, completion of investigations, results of investigations, age of children abused, injuries sustained due to abuse, deaths attributed to abuse, protective custody, and repeated abuse. Appended are Office of Children and Youth forms, directories of Regional Offices and County Children and Youth Agencies, a list of Parents Anonymous Chapters in Pennsylvania, a list of speakers and trainers in Pennsylvania, a selected bibliography, and information on films relating to child abuse. (SBH)

1449 ED 195 135

Teacher's Handbook for English for Living: A Set of Materials Designed to Teach Coping Skills and Language Skills to Adolescents for Whom English Is a Second Language.

New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—76p.; For related documents, see FL 011 956-975.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adolescents, Cultural Education, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies

This guide provides directions for teaching a series of units on survival skills in English as a second language (ESL). A brief general background of second language instruction and a short bibliography are included. The modules cover (1) "Getting a Driver's License and Buying a Car", (2) "Want Ads and Employment Agencies", (3) "The Job Interview", (4) "Public Transportation", (5) "Reading Maps and Asking Directions", (6) "Finding a Place to Live", (7) "Calling for a [Medical] Appointment", (8) "In the [Doctor's] Office", (9) "Emergency Procedures", (10) "Legal Questions", (11) "The Department Store", (12) "The Supermarket", (13) "The Post Office", (14) "The Restaurant", (15) "Banking Checking Accounts"; (16) "Holidays"; (17) "Personal Celebrations"; (18) "Invitations, Thank-you Notes, and Greeting Cards", (19) "Dinner at an American Friend's House, and (20) "Becoming a United States Citizen." (JB)

1450 ED 195 553
Interpretive Analyses of 1978-79 Research and Evaluation Reports; Volumes I and II.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Pub Date—Feb 80
Note—698p.
Available from—Department of Research and Evaluation, Dallas Independent School District, 3801 Herschel Ave., Dallas, TX 75219 (For full text of individual reports: under 50 pages $3.00, orders over 50 pages $3.00 plus $.03 per page).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Gains, Basic Skills, Classroom Research, Compensatory Education, Desegregation Effects, Elementary Secondary Education, Norms, *Program Evaluation, *Program Implementation, *School Districts, Teacher Evaluation, Testing Programs, Test Interpretation, *Test Results
Identifiers—*Dallas Independent School District TX, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title IV, Elementary Secondary Education Act Title VII, Emergency School Aid Act 1972

After outlining the goals, budget, and personnel of the research and evaluation branch of the Dallas Independent School District, the results of 150 program evaluations are summarized and interpreted. Most evaluations are based on achievement gains as measured by standardized achievement tests. Results are often analyzed by district, subdistrict, grade, subtest, and ethnic classification: white, hispanic, or black. In Volume I spring-to-spring achievement gains and trends since 1979 are related to desegregation mandates, enrollment trends, and school holding power. Other sections discuss the Wesman Personnel Classification Test for teacher selection and the Teacher Evaluation Pilot Program, accreditation by the Texas Education Agency state compensatory education programs, the Emergency School Aid Act, and the Title IV-C and Title VII programs. Volume II describes Title I programs for grades kindergarten to six in district and private schools. Their major thrust was instructional with concentration in reading, mathematics, abd bilingual education. Other sections discuss local and externally funded remedial programs, special education, magnet schools, desegregation compliance, applied research on learning, basic skills, and teaching methods, parent involvement, and the Texas Assessment Project for basic skills. (CP)

1451 ED 195 564
Garvey, Reba
Mastery Learning: Team Approach. September, 1977 -August, 1980. ESEA Title IV-C. Project Termination Report.
Cleveland Public Schools, Ohio.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date—Nov 80
Note—116p.; Parts may not reproduce clearly.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Achievement Tests, *Basic Skills, Behavioral Objectives, *Grade 7, Junior High Schools, Language Skills, Language Teachers, *Mastery Learning, Mathematics, Mathematics Teachers, *Program Evaluation, School Cadres, School Counselors, Teaching Guides, *Team Teaching
Identifiers—California Test of Basic Skills, *Cleveland Public Schools OH

The first of three project goals formulated for the Cleveland Public Schools was to improve the level of mastery of specified language and mathematics skills. The second, but primary, goal of this three-year endeavor was to develop, implement, and refine a replicable mastery-learning instructional model involving a staff team (English teacher/mathematics teacher/counselor) with "average" grade 7 students. Project implementation provided an opportunity to formulate, test, and refine a workable model based upon the research of Bloom and Carroll. In the cognitive domain, supplementary Mastery Learning Team Approach (MLTA), instruction focused upon selected verbal/numerical skills. In the affective component, attitudinal aspects of academic achievement were emphasized in supplementary group-guidance sessions provided by counselor-members of project teams. The third project goal, to prepare a procedural manual, was effected on the basis of first-year MLTA operations and was used as a guide for project implementation and revisions during the summers of 1979 and 1980. Despite quite adverse conditions during these years, which prevented project implementation at the intended level, evidence indicated that all three project goals were reached. (Author/RL)

1452 ED 195 565
Young, Patricia B.
Evaluation of the Academics Plus Program, 1979-1980: Technical Summary Report #8106.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Jul 80
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, *Demonstration Programs, *Discipline Policy, *Dress Codes, Elementary Education, Elementary School Mathematics, Homework, *Parent Teacher Conferences, *Program Evaluation, Reading Achievement, Student Promotion, Study Habits
Identifiers—*Academics Plus Program, Philadelphia School District PA

The Academics Plus Program, which stresses basic skills, discipline and dress codes, homework assignments, promotion requirements, and special parent conferences, served more than 10,000 students in 29 elementary and middle/junior high schools in 1979-1980. There is a single-school model (Fitler) and a multi-school model (28 other schools). A comprehensive survey of program principals, teachers and parents in spring, 1980 indicated there was satisfactory implementation of all major program elements. In achievement on city-wide tests in 1980, the single-school model showed improvement over 1979 performance in both total reading and total mathematics at every grade except one (status unchanged) across grades 1 through 7. Average percentile ranks in 1980 in total reading ranged from 54 to 76, and in total mathematics from 55 to 86. In the 22 full-program schools, in 1980 there was improvement over 1979 in at/above national norm performance in total reading for grades 1, 3, 4, 5, 6 and 8 and in total mathematics in grades 1, 3, 5, and 6. (Author/GK)

1453 ED 195 570
Rothschild, Susan J. S. Lichtman, Marilyn
Factors Related to White, Black, and Hispanic Women's Mathematics Attainments: A Descriptive Study.
Pub Date—[80]
Note—34p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Achievement Rating, Black Students, *Cross Cultural Studies, *Ethnic Groups, *Females, Higher Education, Hispanic Americans, *Longitudinal Studies, *Mathematics, Socioeconomic Background, White Students
Identifiers—*National Longitudinal Study High School Class 1972

Virtually no research conducted on women and mathematics is longitudinal in scope, generalizable in extent, and ethnic-race specific in nature. This descriptive study begins to fill the gap by examining the effects of background, school, and social-psychological factors on Hispanic, black, and white women's mathematics attainments. Data for the study are taken from the National Longitudinal Study of the High School Class of 1972 (NLS) with follow-ups in 1973, 1974, and 1976. Results of descriptive analyses show differences in factors affecting white and racial minority women with respect to their decision to pursue mathematics-related fields of study. The 10 sets of variables considered included: (1) family background; (2) high school experience; (3) self-concept; (4) significant others' perceived influence on college plans; (5) expectations; (6) expected college majors; (7) college mathematics experience; (8) sex-role orientation; (9) family status; and (10) mathematics-related attainment. (Author/RL)

1454 ED 195 572
Conway, Ernest J. And Others
Management and Operations Auditing: A Business Oriented Management Structure For a Unified School District.
Pub Date—9 Mar 80
Note—12p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Change, *Administrative Organization, Educational Administration, *Needs Assessment, *Organizational Development, *School Districts, *Systems Analysis
Identifiers—Audits

An operations audit was conducted for a school district. The purpose of the audit was to determine the organization of the central office and reorganize its structure and staff as appropriate to clearly define goals and objectives, specify roles and responsibilities, eliminate wasted or duplicated efforts, and functionally define operational work units. The audit was carried out through a series of interviews and surveys with a sample of administrative, professional, and clerical staff from all central office departments and district schools. Documents and routing procedures were also critically analyzed. Recommendations included: (1) organization of the central office staff along functionally related lines; (2) creation of a strong planning, evaluation, and training function (PET); (3) merger of several operating units; (4) creation of new middle management positions; (5) elevation of the role of data processing to include a district management information system; (6) creation of a permanent district-wide steering committee to assist in planning; (7) revitalize the maintenance, operations, and transportation structure; (8) creation of a new associate superintendent's position to head PET; (9) adjustment of staffing levels tied to attrition; and (10) completion of a three year plan to implement the changes. (Author/RL)

1455 ED 195 595
Kim, Bok-Lim C.
The Korean-American Child at School and at Home: An Analysis of Interaction and Intervention through Groups. Project Report, September 30, 1978 - June 30, 1980.
Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date—Jun 80
Grant—90-C-1335(01)
Note—137p.; Not available in paper copy due to author's restriction.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Acculturation, *Biculturalism, Bilingualism, Demography, *Educational Environment, Elementary Education, Family (Sociological Unit), *Family School Relationship, Immigrants, *Korean Americans, Questionnaires, Student Teacher Relationship, Teacher Attitudes
Identifiers—California (Los Angeles), Illinois (Chicago)

This study was undertaken to investigate the nature of the interaction between school and home in the case of Korean Americans who recently immigrated to Chicago and Los Angeles and to determine the nature of the elementary school experience of children from this group. Data were collected by means of three questionnaires; one for Korean American parents, one for children, and one for teachers of the children. A review of literature, design, methodology and procedures, and detailed analyses of findings for Chicago and Los Angeles separately and the two cities combined are included in this report. Recommendations are made with the aim of improving the school experiences of Korean American children. Tables of data are included. Questionnaires are appended. (MK)

1456 ED 195 600
Beckum, Leonard C. Dasho, Stefan J.
Multi-Ethnic School Environments; Final Report FY 1978-79. Volume I: Overview and Research Design.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—MESE-79-1a
Pub Date—Jan 80
Contract—OB-NIE-G-78-0203
Note—97p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Classroom Desegregation, Elementary Secondary Education, *Ethnography, *Inservice Teacher Education, Racial Integration, *Research Design, *Research Methodology, *School Desegregation, Social Science Research

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying special teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report begins with a discussion of critical concerns related to school desegregation. The next section addresses the issues surrounding methodology: the appropriateness of applying educational ethnography to research on desegregation. After noting the problems faced in establishing a site for the research, the next section describes data collection procedures. The final section describes the format, scope, and strategies of data analysis procedures. (Author/MK)

1457 ED 195 601
Beckum, Leonard C. Dasho, Stefan J.
Multi-Ethnic School Environments; Final Report FY 1978-79, Volume II: Classroom Case Studies.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—MESE-79-1b
Pub Date—Jan 80
Contract—OB-NIE-G-78-0203
Note—156p.; For related documents see UD 020 922 and UD 021 120.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Case Studies, Classroom Desegregation, Classroom Environment, Classroom Observation Techniques, Classroom Research, Elementary Secondary Education, *Ethnography, *Inservice Teacher Education, *Observation, Racial Integration, School Demography, *School Desegregation, Social Science Research, Teacher Attitudes

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying special teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report presents case studies of the four classrooms which were observed for the project. Each study is introduced by background information on the community, school district, and the desegregation plans. The school and classroom; teachers and students; teachers' beliefs, expectations and instructional practices; and the social order of the classroom are also described. (Author/MK)

1458 ED 195 603
Irizarry, Ruddie A. And Others
Eastern District High School Integrated Bilingual Demonstration Project for High Schools, 1978-1979. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note—57p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, English (Second Language), *Native Language Instruction, Non English Speaking, Program Descriptions, Program Evaluation, Program Implementation, Secondary Education, *Spanish Speaking
Identifiers—*Elementary Secondary Education Act Title VII, New York (Brooklyn)

The Eastern District High School bilingual-bicultural program served 367 Hispanic students in grades 9 through 12. Students received instruction in English as a Second Language and/or reading English, native language arts, math, science, and social studies. Students were mainstreamed for art, music, physical education, and health. Elective courses were also available. Non-instructional program components included staff development, curriculum development, extra-curricular activities, parental and community involvement, and affective services. Academic achievement of students was measured by standardized and teacher developed tests. Students demonstrated gains in English reading, native language arts, and mathematics at all grade levels. Achievement in other areas was mixed. Evaluators observed program operation and determined that it was well implemented and successful. Recommendations for future program implementation are included as well as tables of achievement data. (MK)

1459 ED 195 618
Park, Jeanne S., Comp.
Winners, All! 50 Outstanding Education Projects That Help Disadvantaged Children.
Office of Education (DHEW), Washington, D.C.
Report No.—OE-80-48000
Pub Date—Jan 80
Note—117p.; Photographs may not reproduce well. For a related document see ED 163 103.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-080-02079-3).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Bilingual Education, *Compensatory Education, *Demonstration Programs, *Educationally Disadvantaged, Elementary Education, Individual Instruction, Language Arts, Mathematics Instruction, Parent Participation, *Program Descriptions, Reading Instruction, Validated Programs
Identifiers—Elementary Secondary Education Act Title I

This booklet describes 50 Title I programs that have been validated by the Education Division of the Department of Health, Education and Welfare as exemplary. The descriptions, written originally for use in newspapers and by radio and television stations, tell how the programs operate, what makes them successful, and how the students are achieving. Most descriptions focus on reading and language arts programs, but examples of math programs, programs with high levels of parental participation, individualized instruction, and bilingual education are included. Names and addresses of persons to contact for further information about each program are included. (Author/MK)

1460 ED 195 620
Ghory, Ward J.
Model Building in Urban Education: The Cincinnati Urban Education Pilot Project.
Pub Date—Apr 80
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Administrator Role, Community Involvement, *Educational Improvement, Full State Funding, High Schools, Inner City, *Models, Principals, Resource Allocation, Staff Development, Student Behavior, Student Motivation, *Urban Education
Identifiers—*Ohio (Cincinnati), *Urban Education Pilot Project OH

This paper concerns the process of developing model urban education programs and is based on the experiences of the state funded Urban Education Pilot Project (UEPP) being carried out in one Cincinnati, Ohio, inner city public high school attendance area. First, key premises used by the UEPP are outlined. These include: (1) principals are the major decision makers for the use of project resources across the district, while central office project staff serve as coordinators and resource people who carry out the principals' decisions; (2) improvement in a high school district comes both from within each school and from coordinated project-wide activities; (3) urban schools can improve if a comprehensive approach is made in the areas of student achievement, student motivation, student conduct, staff development, and community involvement; and (4) model urban programs should be developed and tested in those classrooms they are meant to influence. Progress to date in the areas named above (student achievement, motivation and conduct, staff development, and community involvement) is then discussed and is described as excellent. Finally, five case examples from the model (the Council of Principals, the Honor Clubs, the Extended Day program, Talent Search, and the University Collaboration program) are analyzed in terms of their potential for contributing to successful model building programs. (Author/GC)

1461 ED 195 623
Beckum, Leonard C. Dasho, Stefan J.
Multi-Ethnic School Environments: Final Report FY 1978-79. Volume III: Data Analysts' Reports.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—MESE-79-1c
Pub Date—Jan 80
Contract—OB-NIE-G-78-0203
Note—248p.; For related documents see UD 020 922-923.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Administrative Problems, Board of Education Policy, Case Studies, Classroom Desegregation, *Data Analysis, Decision Making, Elementary Secondary Education, *Ethnography, *Inservice Teacher Education, Racial Integration, Research Design, *School Desegregation, Socialization, Social Science Research

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report presents analyses of data derived from a series of classroom observations. Analysts examined four themes related to schooling in desegregated settings: (1) the socioemotional development of students, (2) teacher decision making in instructional organization, (3) student socialization and preparation for future work roles and, (4) administrative practices and policies that have an impact upon school integration. Each of the four analyses includes a description of the analysis design, discussion of the classroom case study data, comparative conclusions and recommendations or implications. (Author/MK)

1462 ED 195 625
Gayles, Anne R. And Others
Research Review of School Desegregation (A Problem) and Multi-Cultural Education (A Solution).
Florida A and M Univ., Tallahassee. School of Education.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—[80]
Grant—G-77-0021
Note—127p.; For related documents see UD 021 130 and UD 021 133-137.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Cultural Pluralism, Higher Education, *Minority Groups, *Multicultural Education, *Preservice Teacher Education, Program Development, Program Implementation, Program Improvement, *School Desegregation, Teacher Attitudes, Teacher Characteristics, Teacher Education Curriculum

This review of literature and research studies is designed to establish documented background for the development of a model teacher preparation program for reducing problems associated with school desegregation. The review is organized into three parts. Part One presents literature pertaining to the historical development of minority group education, school desegregation, and multicultural education. Literature and research studies supporting the enhancement of the desegregation process through multicultural education are presented in Part Two. The final section reviews the challenges facing teacher education programs preparing people to work in multicultural settings. A series of nine steps to assist teacher personnel in curriculum development is provided. (Author/MK)

1463 ED 195 724
Graham, Janet Roth
Bilingual Adult Basic Education Project. Final Report.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—28 Aug 80
Note—294p.; Some pages may not reproduce well due to light print and colored paper.
Available from—AdvancE, Millersville State College, Millersville, PA 17551 (Write for price)
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Adult Basic Education, *Bilingual Education, Cambodian, Career Education, Community Resources, Consumer Economics, Coping, *Counseling Services, English (Second Language), Government (Administrative Body), Health, Information Services, Interest Inventories, Lao, Legal Education, Literacy Education, *Native Language Instruction, Needs Assessment, Non English Speaking, Pretests Posttests, Russian, Spanish, *Staff Development, Student Interests, Surveys, Test Construction, Vietnamese, Workshops
Identifiers—*Adult Performance Level, Bilingual Materials, *Life Coping Skills, Life Skills

The Bilingual Adult Basic Education Project provided bilingual life skills instruction, counseling, and informational services to approximately 150 non-English-dominant adults across Pennsylvania by means of contracts to local education agencies. Students were pre- and post-tested in English and/or their native language to measure their growth in life-coping skills. Adult Performance Level (APL) test data showed knowledge gains by a substantial proportion of the students and sizable improvements in each of the five APL content areas. The project also presented staff development workshops dealing with bilingual/English as a Second Language life-skills instructional techniques and materials for adult learners. Project-developed products were English and native language versions of student needs assessment surveys, pre- and post-tests for each of the five APL knowledge areas (Community Resources, Consumer Economics, Government and Law, Health, Occupational Knowledge), and evaluation forms to monitor program implementation and evaluate its effectiveness. (Copies of products comprise the major portion of this report. There are (1) English, Vietnamese, Spanish, Lao, and Cambodian versions of the APL Needs Assesment Survey, (2) English, Spanish, and Vietnamese versions of APL pre- and post-tests, and Cambodian versions of four pretests.) (Author/YLB)

1464 ED 196 257
Bilingual Education. Special Bulletin No. 2.
School Information and Research Service, Olympia, Wash.
Pub Date—Sep 79
Note—12p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Gains, Bilingual Students, Formative Evaluation, Language Arts, Mathematics, Primary Education, *Reading Achievement, Spanish Speaking
Identifiers—*Bilingual Programs, Washington (Prosser)

This is a report on a research project which developed an evaluative model for a Kindergarten through Grade 2 bilingual education program in the Prosser School District in the state of Washington, a program that had been in operation for three years. The report is divided as follows: (1) background information on the program; (2) a summary of the project goals; (3) the model of classroom instruction; (4) a general summary of the gains in language proficiency among the groups evaluated; (5) the groups tested; (6) the characteristics of the evaluative model, a "norm-referenced model"; (7) results of the analyses; and (8) recommendations. The groups tested were currently enrolled second, third and fourth grade Hispanic and non-Hispanic students. The results are organized according to the three basic skill areas: reading, language arts and mathematics. Results indicated gains in all groups in reading and language arts achievement. Hispanic students showed little or no gain in mathematical achievement; all groups of non-Hispanic students did show progress in mathematical achievement. The recommendation was that the district should continue the project and seriously consider extending it upward. (AMH)

1465 ED 196 547
Tseng, Rose Y. L., Comp. And Others
The Relationship Between Nutrition and Student Achievement, Behavior, and Health: A Review of the Literature.
California State Dept. of Education, Sacramento.; San Jose State Univ., Calif.
Pub Date—80
Note—165p.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($4.00, plus 6% sales tax for California residents)
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Animal Behavior, Body Weight, *Children, Cognitive Development, Dental Health, Hyperactivity, Literature Reviews, Lunch Programs, *Nutrition, Obesity, Physical Development, *Physical Health, *Student Behavior
Identifiers—Food Selection, School Lunch Program

The punpose of this report is to review existing research concerned with the relationship of nutrition to student achievement, behavior and health. Information was obtained through searches of computerized data bases, review of journal citations, discussions and correspondence with nutrition personnel as well as reviews of materials available from a nutrition clearinghouse and one individuals's private bibliography. Each chapter of the report is an independent unit and includes separate conclusions and citations. After the introduction, Chapter Two presents the findings of studies of nutritional status that were conducted among children from various racial, age, sex and income groups. Chapter Three reviews research related to severe nutritional deficiencies. Chapter Four inspects studies of the effects of supplementary food programs. In Chapter Five influences on food selection and methods of improving food choices are discussed. Chapters Six, Seven and Eight focus on obesity, dental problems and hyperactivity, respectively. The relationship of malnutrition to (1) infection, (2) physical and mental development, (3) animal behavior, and (4) human behavior and achievement are explored in Chapters Nine through Twelve. Conclusions and recommendations are presented in Chapter Thirteen. The reviewed literature provides no evidence of severe, widespread malnutrition or hunger in the United States. (Author/RH)

1466 ED 196 604
Christner, Catherine A. And Others
Evaluation Design: ESEA Title I Migrant Program. Publication No. 80.02.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—80
Note—66p.; For a related document, see ED 178 260.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Ancillary School Services, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Aid, *Migrant Education, Migrant Health Services, Needs Assessment, Objectives, Parent Participation, Preschool Education, *Program Design, *Program Evaluation, Public Schools
Identifiers—Austin Independent School District TX, ESEA Title I Migrant Programs

The 1980-81 Austin Independent School District Title I Migrant Program for current and former migrant children operates at preschool through high school levels on an increased budget of $1,025,358 and centers around student recruitment and parent participation, a pre-K through high school instructional program, and health and clothing support services. Program evaluation will involve two major activities. The final report summary with its final technical report will provide decision information regarding the continuance, modification, or deletion of the program's instructional and other components. The annual evaluation report for the Texas Education Agency will document the achievement of program objectives. Both activities require detailed needs assessment, process, and outcome data from numerous sources. Information needs and sources are cross referenced in detail. A complete information dissemination schedule and an evaluation time resources allocation plan are included. (SB)

1467 ED 196 805
Thompson, Bryan Agocs, Carol
Ethnic Studies: Teaching and Research Needs.
Detroit Public Schools, Mich.; Wayne State Univ., Detroit, Mich.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date—72
Grant—OEG-0-70-2030-(725)
Note—20p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Background, Educational Research, Elementary Secondary Education, *Ethnic Groups, *Ethnicity, *Ethnic Studies, Field Trips, *Migration, Research Problems, Social Integration, Teacher Education, Teaching Methods, Urban Culture, Urban Education

There are many problems in the teaching and learning of ethnic studies. Several teaching approaches have been used in an effort to meet some of the educational needs of various ethnic groups. Some problems of research and teaching in the field of ethnic studies include: lack of awareness of the current social meaning of ethnicity; data deficiencies; lack of sensitivity to problems of scale in spatial analysis; the separation between teaching and research; and limitations imposed by discipline-bound viewpoints. The research-teaching approaches used in the effort to encounter these problems include: migration histories of students' families; studies of ethnic settlement at interregional, intraregional, and intraurban scales, the urban ethnic field trip, and the metropolitan Detroit ethnic mapping project. (Authors/JN)

1468 ED 196 863

Gerber, Ronald E.

Functional Life Skills Project. Project Termination Report. 1977-1979.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—15 Mar 80

Note—202p.

Pub Type— Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Basic Skills, Consumer Education, Curriculum Development, *Daily Living Skills, *Employment Potential, *Functional Literacy, Inservice Teacher Education, Job Application, Job Skills, Language Arts, Mathematical Applications, *Practical Arts, *Program Content, Reading Skills, Secondary Education, Writing Skills

Identifiers—Ohio (Cleveland)

A report is presented on a two-year project developed by the Cleveland Public Schools to develop and pilot-test a "packaged" curriculum model designed to support both the basic and functional skill development of high school students in each of five major content areas- English, social studies, mathematics, science, and technical-vocational education. The objective of this undertaking was to assist teachers in helping students master skills basic to the successful functioning in society. A preliminary needs assessment study revealed marginal literacy among some high school graduates. Thirty individual lesson packets were developed. The packets addressed such topics as using credit, job preparation, using telephone directories, and paying taxes. This report includes descriptions of the project goals and outcomes and a discusssion of the performance objectives for each phase of the project. An evaluation of every facet of the project is appended as well as examples of the contents of the Functional Life Skills packets. (JD)

1469 ED 196 925

Basic Skills Assessment Program. Technical Report.

Los Angeles County Superintendent of Schools, Calif.

Spons Agency—Dependents Schools (DOD), Washington, D.C.

Pub Date—Oct 80

Contract—MDA-903-79-C-0020

Note—770p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF05/PC31 Plus Postage.

Descriptors—*Basic Skills, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, Language Arts, Mathematics, *Program Evaluation, Reading Skills, School Demography, Scores, *Testing Programs, *Test Interpretation, Test Reliability, Test Results, Test Validity

Identifiers—Basic Skills Assessment Tests, *Department of Defense, *Dependents Schools

This is the second technical report on the Basic Skills Assessment Program for the Department of Defense Dependents Schools (DoDDS). The report includes a summary of 1979-80 testing activities organized into five chapters. The first chapter provides an overview of report contents and a brief history of the testing program. The second chapter discusses the tests used in the program, their content, the process of test development, and the empirical characteristics of the tests, focusing on validity and reliability. The third chapter describes how the testing program was conducted in 1979-80, the regions and students involved, demographic characteristic of examinees, dates and procedures of test administration, and purpose of the 1980 testing program. The fourth chapter presents Basic Skills Assessment Test Results in the area of reading, language arts, and mathematics. Among these results are comparisons among regions, between sexes and between 1979 and 1980 for each of the areas tested. The final chapter presents an analysis of the curricular implications of test results. This chapter emphasizes strategies of remediation in specific skill areas and discusses the meaning of test results for teachers and other responsible for providing basic skills instruction. (Author/RL)

1470 ED 196 974

Higher Horizons 100. Report 80-7.

Hartford Public Schools, Conn.

Pub Date—Jul 80

Note—67p.; Some tables may be marginally legible due to small print. Report prepared by the Evaluation Office. For related documents see ED 177 516, UD 020 971 and UD 021 156.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, *Compensatory Education, *Mathematics Achievement, Program Evaluation, Program Implementation, *Reading Achievement, Remedial Programs, Secondary Education, *Secondary School Mathematics, Student Attitudes, Student Improvement, *Underachievement

Identifiers—Connecticut (Hartford), Higher Horizons Program

The Higher Horizons 100 program provided academic, cultural, and counseling services to underachieving secondary school students in grades seven through ten. The program goals for 1979-1980 included gains in students' reading and mathematics scores on standardized tests, an increased percentage of attendance, and the development of students' positive and realistic attitudes toward themselves and school. Test scores from the Metropolitan Achievement Tests and the Comprehensive Test of Basic Skills indicated that students made significant gains in reading and mathematics exceeding those expected for the year. The goal of a standard attendance rate of 90 percent was surpassed by all participating schools. The results of a pupil rating form which measured self-esteem, perceptions of personal and scholastic growth, and attitudes toward school indicated that students were supportive of Higher Horizons and were positive in their perceptions of themselves, school, and the academic future. Recommendations for future program implementation are included. Evaluation data are included in tables and an appendix. (MK)

1471 ED 196 975

Hartford's 1978-1979 IRIT Program: An Evaluation Revisited. Report 80-2.

Hartford Public Schools, Conn.

Pub Date—Jul 80

Note—49p.; Report prepared by the Evaluation Office. For related documents see ED 177 516, UD 020 970 and UD 021 156.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education, Decoding (Reading), Elementary Education, Program Evaluation, Program Implementation, Reading Comprehension, *Remedial Programs, *Remedial Reading, Student Improvement, Vocabulary, Writing (Composition)

Identifiers—Connecticut (Hartford), Elementary Secondary Education Act Title I, Emergency School Aid Act 1972

Hartford, Connecticut's Intensive Reading Instructional Teams (IRIT) were designed to improve achievement levels of elementary pupils deficient in basic language and reading skills. In 1978-1979, 683 students in grades two through six received instruction in reading vocabulary and comprehension and in decoding. This report updates and expands an original evaluation of the program. Metropolitan Achievement Tests and California Achievement Tests data indicated that students made statistically significant gains in vocabulary and comprehension. Students read an average of 12.8 books during each program cycle (10 weeks) and 91 percent reported being able to write simple sentences. Results of the Botel Reading Inventory indicated that significant decoding gains were made by the pupils as a group. Data obtained from student, parent, and teacher evaluation forms were highly supportive to the program. Recommendations for future program implementation are included. Evaluation data are appended. (Author/MK)

1472 ED 196 986

McConahay, John B.

Racial and Non-Racial Correlates of Anti-Busing Attitudes in Louisville.

Duke Univ., Durham, N.C.

Spons Agency—Ford Foundation, New York, N.Y.; Louisville Foundation, Ky.

Pub Date—[78]

Note—41p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Busing, *Community Attitudes, Elementary Secondary Education, *Public Opinion, *Racial Attitudes, Racial Bias, *School Desegregation

Identifiers—*Kentucky (Jefferson County)

The relative strength of racial and nonracial factors in motivating the public's opinion about busing has both theoretical and policy implications. If nonracial, especially self interest, factors are the strongest motives for opposition, then the success of busing, and of school desegregation in general, will depend upon the ability of the American political process to ameliorate the personal, social class, and educational aims of the contending parties. If opposition is rooted in racial or political attitudes, then attempts to adjust the self interest claims of the contending parties will be ineffective, leaving opposition to busing undiminished. This paper describes the results of a public opinion study conducted in Louisville, Kentucky, at the end of the first year of county wide court ordered desegregation. The study examined the correlates of anti-busing attitudes with both racial and nonracial factors. It was found that neighborhood ties, perception of one's own neighborhood schools as superior to others, having children in the public schools, and having children who were bused, were all insignificant in predicting opposition to busing. Racism, however, as demonstrated by the beliefs that discrimination no longer exists, that blacks are making unfair demands and gains, and being accorded undue recognition and respect, was a significant predictor of anti-busing sentiment. (Author/GC)

1473 ED 197 029

Iwanicki, Edward F. Gable, Robert K.

1979-1980 Hartford Project Concern Program. Final Evaluation Report 80-20.

Hartford Public Schools, Conn.

Pub Date—Sep 80

Note—122p.; Report prepared by the Evaluation Office. For related documents see ED 177 516 and UD 020 970-971.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Career Choice, *Desegregation Methods, Elementary Secondary Education, Program Evaluation, Racial Integration, School Desegregation, School Holding Power, *Student Attitudes, *Student Attrition, Suburbs, Urban Schools, Voluntary Desegregation

Identifiers—Connecticut (Hartford), Elementary Secondary Education Act Title I

The Project Concern Program, which sought to promote school desegregation through cooperation among schools in Hartford, Connecticut, and its suburbs, is evaluated in this report. The evaluation addresses the following areas: (1) career patterns of project graduates, dropouts, and non-participants in Hartford; (2) issues of attrition; and (3) the project's cognitive and affective impact on students. Survey data indicated that Project Concern graduates made higher occupational choices and became involved in post secondary education at a greater rate than other groups. Results of a survey of second through eighth graders suggested that students had positive attitudes toward themselves and school. Academic achievement data was incomplete. The program attrition rate was 8.2 percent with most students leaving for disciplinary and social reasons. Evaluative data are included in tables and appendices. (MK)

1474 ED 197 039
Gudinas, Ruth A.
Evaluation of Instructional Materials For Social Bias: Making It Work in a School District. Equity Issues Series.
Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Grant—G008001796
Note—22p.; Prepared by the Wisconsin Sex Equity Project.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Ethnic Bias, Ethnic Stereotypes, Evaluation Criteria, *Evaluation Methods, *Instructional Materials, *Measurement Techniques, *Media Selection, *Sex Bias, Sex Stereotypes
Identifiers—Wisconsin (Madison)

This report discusses the development and implementation of the Instrument for the Evaluation of Materials for Social Bias used in the Madison (Wisconsin) Metropolitan School District. The instrument guides teachers who wish to purchase new instructional materials in determining the level of social bias evident in the materials. Teachers code each selection according to whether ethnic persons and female figures are included and are interacting with persons from other groups. They also tally images in the materials according to their stereotypical or nonstereotypical nature in terms of both ethnicity and sex. A score of below 70 per cent on either criterion indicates that the material must be supplemented in the class. The instrument and directions for its use are appended. (MK)

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